







## The gnat and the camel

The vivid Biblical image of Mrs Williams straining at a gnat while Mr Callaghan prepares to swallow a camel, comes readily to mind with the announcement that the Secretary of State intends to dock the teachers' pay a week from the 1979 Burnham settlement because the London allowance arbitrators got their sums wrong (page 3). The figure they used, it seems, came from DES sources.

It must be doubted if she is wise to nail her colours to this particular mast: it would hardly have caused more than the mildest tremor in the body politic if she had turned a blind eye. In any case, her timing is enough to render the whole thing incredible. Whatever else may be said about the Government's 5 per cent policy and what is left of it, there can be no one in the land except Mrs Williams who believes it can be enforced to the nearest 0.075 per cent.

On the face of it, this is a trivial matter, not even a storm in a teacup, more a flutter in a demitasse. But this seemingly feeble gesture is open to more serious criticism in principle as an attempt, once again, to get round the clear meaning of a statute by

## A little late this year

Anyone whose educational horizons were limited to the popular press or radio and television might have been forgiven, last week, for believing that the day season, like the weather, was enjoying a St Martin's summer (page 6). Devoted least to the headlines as a sexist redoubt where parents and their elected representatives were fighting a desperate rear-guard action against educational administrators and teachers bent on robbing the boys of their manhood and the girls of their feminine qualities. The Sex Discrimination Act was quoted (quite falsely) as the legal imperative for one school's approach to a common curriculum, and a modest discussion document on how primary school teachers should review their teaching methods in order to minimize sex-typing, was discovered by the education chairman.

Ludicrous as most of this must appear in the cold light of day, the Devon episodes are not without their instructive aspects. The primary school was one of the few documents and a discussion document would not be worth much if it contained nothing anybody could disagree with—but the actual recommendations it sought to place before the schools were entirely sensible. But the fact that Mr Ted Pinney felt moved to sound off was a reminder that there are many people who are prepared to believe

## Foundation free-for-all

Representatives of the Certificate of Secondary Education examination boards, complain (page 5) about delays in giving the Certificate of Extended Education the go-ahead. Meanwhile, the CSE boards say, the opportunist City and Guilds goes forward with its foundation courses. The City and Guilds foundation courses, now being started by a growing number in the fifth as well as the sixth form, are more directly linked to vocational expectations than many CSE courses are likely to be. Those who urge that young people should be better prepared for the world of work and the place of the foundation courses in the more relevant to their purposes than the extended general education which CSE offers to the less able.

The foundation courses, introduced in response to requests from schools whose first wish was to take City and Guilds craft courses for which they lacked the resources, are a realistic vocational option, within the limitations of this secondary school.

This has many attractions. How it should be balanced against the arguments which CSE offers, how the City and Guilds courses are even better than the CSE courses, is a matter for the schools to decide. It is by no means clear that the future should belong to CSE as far as this is concerned.

Polytechnics need an efficient information-gathering service on courses. George Tolley considers the possibilities

## What odds on the poly?

The value of UCCA in the process of choice of university courses and selection of students is debatable. The debate has long been muted. What is incontrovertible is the value of UCCA in providing statistics, at considerable public expense but statistics nevertheless, which are now regarded as essential and revealing. Equally incontrovertible is the need for a better understanding of the pattern of choice and recruitment in the public sector.

It is not a plea for a "public sector UCCA", nor for a slavish reproduction in the public sector of a statistical analysis which is now an accepted part of the university scene and to which applicants, schools and universities themselves respond in a variety of ways. Clearing house systems have been in operation in the public sector for some years, notable in art and design and teacher training. Whatever may have been their value in assisting choice and selection, these systems have lacked the comprehensiveness of UCCA in relation to any statistical analysis. The clearing house for teacher training courses now seems to offer little that is of value except as a memory of a once flourishing activity.

It was against a background of complexity of courses, of changing patterns of provision and of a dearth of data that the Committee of Directors of Polytechnics undertook in 1975 and 1976 a survey of applications for entry into full-time and sandwich degree courses. In the 1975 survey, a trial run was done in five polytechnics and this was extended to 14 polytechnics in 1976.

The survey was necessarily restricted. Resources were not available for a full-blown monitoring of all applications for all polytechnic courses. The restriction to degree courses does not allow conclusions to be drawn which will apply to polytechnic courses across the board, which include so many sub-degree courses. But even a restricted survey is of value. This article examines the survey in the light of some of the salient facts arising from the 1976 entry into the 14 polytechnics participating in the survey there were 7,918 enrolments in the first year of degree courses (including sandwich and design but excluding BEd). For each student enrolled there were 8.2 applications, 5.4 applicants and 2.7 offers. (It has to be remembered that the survey covered only the 30 polytechnics. The number of applicants and offers per enrolled student might well be different if data for all polytechnics were available.)

The enrolments for these 14 polytechnics account for 35 per cent of all first-year entries in degree courses in polytechnics. Twenty-five per cent of all applicants were women. Applicants had a variety of educational backgrounds: 40 per cent applied directly from school; 32 per cent in further education; 7 per cent in higher education and 21 per cent fell into the "other" classification. Previous education in terms of

origin in this broad classification had little effect upon success in being accepted: the pattern of enrolment corresponded broadly with the pattern of educational origin. Only for those from higher education was there a significant difference in correlation, in that 9 per cent of all enrolments was made up of such entrants.

The age distribution of applicants is of interest. Thirty-two per cent of all applicants were 21 and over and 10.6 per cent of all applicants were 25 and over; 35 per cent were less than 19. This distribution suggests a limited dependence upon an intake direct from school and confirms that a substantial proportion of the entry into polytechnic degree courses is composed of mature students who have either had a "break-in" or who have extended their post-compulsory education. Those under the age of 21 were slightly more successful in gaining entry.

On average each applicant made 1.53 applications. This figure will be an underestimate since the survey picked out multiple applications from only 14 of the 30 polytechnics. The number of applications per enrolment varied considerably between subjects. The number of applications, applicants and offers for each enrolled student in disciplines making up almost all the enrolment is shown in the table.

	Applications	Applicants	Offers
Art and Design	2.3	2.2	1.1
Arts and Humanities	5.2	4.1	1.7
Engineering	8.6	5.5	2.2
Science	9.1	5.3	2.8
Environmental	11.9	6.9	3.0
Social Business	9.0	5.3	2.1

The survey of applications was now extended to all polytechnics, but for a one in a thousand chance of being selected, more reliable and the survey should also be extended to all polytechnics. The results will be published in the pattern of application and selection. As far as the present survey has gone, it does not suggest that there is a high level of activity in finalizing choice and selection that always takes place during those months, following the publication of examination results. Analysis of the time of application indicates a level of activity which builds up to a slight peak in March (with 14 per cent of all applications received in that month) followed by a relatively steady rate of applications during the summer months.

Overseas students accounted for 22.3 per cent of all applications, 21.3 per cent of all applicants, but only 11.8 per cent of all enrolments. The number of applications and applicants varies appreciably between the polytechnics in the survey, so the overall picture for all polytechnics could be appreciably different.

Proportionately fewer overseas

Dr Tolley is principal of Sheffield Polytechnic.

### Letter to the Editor

## The primary lesson: three years is not enough

Sir, The report Primary Education in England must be welcomed if it succeeds in drawing attention to some of the deep-seated problems within the primary curriculum. The general reception of the report by the media has been summed up by the concluding comment on the *Nine O'Clock News* that "parents can generally be satisfied with this report". This comment, despite the obvious evidence of the report, is a gross understatement of the problems highlighted in the report. The report is a thorough preparation of primary teachers at a specialist level.

Charlotte Mason College of Education is attempting to meet just such a need. The report will be an all-honours course with the ap-

parent meeting full university requirements. The course concentrates on developing insights in to some of the broad range of curriculum subjects together with a high professional input. These activities can only be met by a full four-year course. The honours degree should be able to make a very substantial contribution to the solution of the problems outlined in the report.

M. TRESTON,  
Director of Studies,  
Charlotte Mason College of Education,  
Amblecote, Cumbria.

More letters pages 16

Law change considered as Manchester exploits freedom to buy places

## Labour set to plug new Tory loophole on comprehensives

by Wendy Berliner

Legislation to block the legal loophole which is allowing Greater Manchester Council to buy places in independent schools is likely if other Conservative councils follow suit in large numbers.

Mrs Shirley Williams, the Education Secretary, has already had talks with Mr Peter Shore, the Environment Secretary, on the issue which would eventually erode the Government's comprehensive policy if many authorities jumped on the bandwagon.

Labour politicians in Manchester believe that £4m, or the cost of a 10 per cent increase in the cost of the top ability pupils and put the comprehensive clock back.

Any decision on legislation, however, is likely to rest on the outcome of court action being taken by the Labour-controlled Manchester City Council against the Conservative-controlled Greater Manchester Council which has set up a £1.2m fund for free or assisted places at 20 independent schools.

Greater Manchester has set up its fund under Section 137 of the Local Government Act 1972 which allows local authorities to raise up to the product of a 2p rate for special purposes "in the interest" of people in the area. As a non-education authority it is free from the Education Act 1976, which lays down compulsory state comprehensive education as a duty on education authorities.

Manchester City Council is not challenging the use of Section 137 to raise money for education but is arguing that the law is being used to circumvent the Education Act 1976, which lays down compulsory state comprehensive education as a duty on education authorities.

But the court case is unlikely to be heard before Christmas at the

earliest and, more probably, not until January.

If Manchester City Council then loses its case and other Conservative non-education authorities start using the same loophole to buy independent school places, it will be too late to get the law changed by including a clause in a Miscellaneous Provisions Bill which is being drafted for presentation to the coming session of Parliament.

That would be one of the options open to Mrs Williams if she was faced with a flood of Conservative authorities taking advantage of the loophole. The other would be the amending of Section 137 of the Local Government Act itself, as called for by last week's Labour Party conference. This would come under Mr Shore's jurisdiction and Mr Williams is in close consultation with him.

Mr Shore is also known to be planning a Local Government Miscellaneous Provisions Bill for the coming session. This would include various tidying up measures and might be deemed a more appropriate vehicle to contain a clause preventing what is seen by the Labour Government as a misuse of Section 137.

When Mrs Williams warned last week at Blackpool that local authorities trying to follow Greater Manchester's lead would be stopped, she was known to be speaking with the full support of Mr Shore.

One strand of opinion in the Labour Party is that the Local Government Act should not be tampered with. There is an argument that education legislation should be strengthened to plug the loophole because earlier education legislation has created the gap.

There is the added opinion that local authorities would resist strongly attempts to restrict a clause which gives them local flexibility in a system which otherwise smashes them in statutory responsibilities. It can also be useful to whatever party is in opposition. Labour councils used the same section to buy school milk when Mrs Margaret Thatcher asked it when she was Education Secretary.

But Surrey, has not taken up its allocation. So far, the county council's arrangements for determining a standard budget do not take this into account, the report adds. The heads were more anxious to raise the number of places than to reduce the number of places. The report says that the county council has not yet decided whether to take up the offer of 7,000 extra places which could be hired to cope with falling rolls.

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One secondary school no longer has a headmaster. The headmaster has been replaced by a deputy headmaster. The school is now run by a headmistress. The school is now run by a headmistress.

Another £1.0m could be spent on improvements. The cost of £2.9m is over £400,000 more than the policy made in 1976 which was a possible increase in spending.

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Correction

The next annual meeting of the Association for Science Education will be held at the University of Reading on January 25-29, 1979, and not, as stated in the science "Extra" (TES, September 29) at Liverpool University. The association, which now has a membership of 1,500 and 80 sub-committees and working parties, has recently been appointed grant-

## Charity status independents under review

A Government investigation into the status of charities could provide some answers to the tangled questions posed by the charitable status of many independent schools.

The inquiry is being run by the Home Office. All Government departments affected by charities, including the DES, are represented. The inquiry was set up on the recommendation of the Government Committee which investigated charity law and voluntary organizations, and as a result of a report from a House of Commons Select Committee on Expenditure.

Last week's Labour Party conference called on the Government immediately to prohibit the charging of fees by any school enjoying charitable status as a first step towards the long-term phasing out of fee-paying schools.

The form of the resolution gave some indication of the difficulties in disentangling the genuine charity schools, run for handicapped children, from other fee-paying schools. Such complications have been the stumbling block to removing the charitable status of fee-paying schools in the past.

The Labour Party's policy-making body on education, the Education and Science Sub-Committee of the National Executive Committee, will now meet to discuss the implications of last week's resolution.

Not everyone agrees that it would be difficult to get rid of charitable status for schools without harming the handicapped schools which also benefit from the tax concessions. One argument is that Government grants could offset losses imposed on genuine charities by withdrawal of charitable status from schools.

Mr Ben Whitaker, director of the Minority Rights Group, wrote a minority report to Lord Goodman's report on charities in which he argued that it could be done. This week he said it would be "perfectly simple" to maintain the freedom for people to set up different types of schools while freeing the Government from subsidizing private education.

He described as a "red herring" the argument that handicapped schools would suffer if charitable status of schools was interfered with.

Most independent schools are charities. Education has been legally defined as charitable since the reign of Elizabeth I. It has been a charity since Tudor times. It was originally set up as a school for poor pupils.

The education committee demands that the pupil-teacher ratio should be changed: greater emphasis be given to retaining teachers who might be surplus, but who could transfer to other vacancies, steps be taken to increase teacher mobility.

This would not bring about any improvement in the level of service, but simply a change in the way the service is provided. The committee will be told that an extra £1.5m will have to be spent simply to maintain the existing education service in the county.

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## 'Guaranteed training for all' plans revived

The plan to keep all young people off the dole, which was killed by Treasury objections two years ago, is again being considered, as part of the Government's attempt to reverse long-term unemployment. It is likely to guarantee continuous work, training, or education.

The Youth Opportunities Programme offers only up to a year's participation between the ages of 16 and 19. But at the Labour Party conference the Prime Minister announced that the Government was studying ways of offering work or training to the 300,000 unemployed youngsters for more than a year.

Manpower experts interpret this as meaning continuous help. "You couldn't train people and then just let them go back on the dole to rot", said one senior official.

Mr O'Donnell's statement took even the TUC by surprise, although its representatives have been studying with the Manpower Services Commission, the feasibility of various ideas to help the long-term unemployed.

## 12 teachers to aid refugees

The Inner London Education Authority is already making preliminary arrangements to teach English to the 150 children of the 350 refugees who are expected from Vietnam this weekend.

The refugees, who were fleeing the Communist regime, were rescued by a British ship as their boat was sinking in the South China Sea. They are now being flown to London, where they will be put up in Kensington Barracks. Their settlement here is being organized by the British Council Aid to Refugees.

Fewer than 12 Inner London primary teachers will be concerned with the children and teaching will not begin until half-term, said an ILEA spokesman. The refugees will leave the barracks when they have been housed—after about three months.

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Sex equality in schools made national news last week when the Press took up the case of Terry (his real name), the Devon boy who had to do needlework and cookery "because of the Sex Discrimination Act".

The Press had a field day. "Carry on cooking", chirped one headline, while in Devon itself, the argument about sex stereotyping in schools raged on in the columns of the local papers.

On one side was the education committee headed by Mr Ted Plinney, which only that week rejected a draft council report on sex stereotyping in primary schools, on the other, the working party which wrote the report. This was headed by Mr Joslyn Owen, the county's chief education officer.

If boys are to be turned into fairies and girls into butch young maids, it should be for parents to decide and not the education authorities or schools", Mr Plinney told reporters.

If parents wish to bring up boys as boys and girls as girls, this would seem to be highly desirable and fundamental to family life.

Girls should have equal opportunities, both in school and in their careers, but nothing could alter the difference between the sexes. "They are equal, but different."

Policy at Terry's school—the 800-pupil King's Grammar School, Ottery St Mary—is that all children should gain experience of cookery, needlework, metalwork and woodwork in the first two years.

In the third year, when craft has to be squeezed into two lessons a week instead of four, pupils can choose one "light", traditionally female subject—needlework or cookery—and one "heavy", traditionally male, subject—metalwork or woodwork.

Each subject is then taught for half a year. Terry was, therefore, being asked to attend two lessons a week in either cookery or needlework for half a year. His mother objected. She argued that her son would rather do English.

She has now accepted that English is locked away in another part of the curriculum and that her son should take up his second craft choice—textile technology.

But both Terry's case and the rejection of the primary report, one of the first recommendations on such a subject drafted by an authority working party—caused such a

**A school recipe to 'turn the boys into pansies'**

**Beginning of 1984?**

**PARENTS DON'T WANT SONS TO BE FAIRIES**

**ONE COOK TOO MANY BUT BOY'S LESSONS GO ON**



Joslyn Owen with some of last week's press comments.

Caroline Haydon reports on the Devon sex equality row which hit the headlines in such a big way

## What Terry did

Parents as to raise questions beyond the Devon boundary.

Do we have the equality of opportunity generally agreed on all sides to be desirable? If not, how far should a head go to ensure it is reached?

Devon teachers, advisers and specialists who penned the draft primary report say it is all too easy to assume more equality than actually exists. They want teachers to examine more closely attitudes and expectations about girls, even at primary stage. They suggest, for instance, that if girls avoid a woodwork bench, it is probably because they have not been taught how to handle one or two elementary tools either at home or at school.

Compensatory experience may need to be provided to prevent girls from becoming less interested and confident in woodwork, science or maths.

Mr John Dalton, working party member and head of Hornton county primary school, says teachers have to make "a conscious effort" to redress the balance.

"Some of our attitudes, whether we like it or not, understand it or not, are based on the surface, there is equality of opportunity in schools. It is just not true that we are trying to feminize boys or masculinize girls. We are just trying to give them a new insight into life."

How far a head might wish to go in arranging a curriculum to provide that insight is obviously a controversial matter.

Terry's head, Dr Michael Denning, is happy to admit that he chooses to go further than some "to comply with the spirit of the Sex Discrimination Act" and because he has the facilities to do so.

Since the passing of that Act, which makes it unlawful for schools to refuse boys or girls access to subjects, although it does not make any subject compulsory, schools have introduced first and second

year "foundation" courses allowing both sexes a try at all craft subjects.

Dr Denning extends this into the third year. He only advises pupils to take one craft, O level, he says. He wants them to keep up a second option to broaden their experience.

If children are given no instruction in a subject traditionally "not theirs" they will shun it given the choice. "I believe children should enter life from a platform of instruction rather than prejudice. I offer children all four crafts in their first two years. To fully comply with the spirit of the Act I should continue to do that in the third year."

"But since there is not the time I offer a compromise—two subjects. I think we are moving into an age when the difference in men's and women's jobs will be less marked than it is now. I also see a growing number of one-parent families. Who knows how many of the boys will, at some stage in their lives, have to cook or look after children?"

And if a boy thinks he shouldn't do needlework because it is "clissy"? Dr Denning, whose own rugby-playing son proudly produced a competently sewn jacket while at the school, is adamant.

"I have a responsibility to give children at my school an all-round education and will have certain ingredients which will be unacceptable to certain children. That does not determine the validity of their inclusion in the curriculum. Many children are poor at languages. That doesn't mean they shouldn't try them."

Dr Denning is certain that there is not equality of opportunity in mixed sex schools where in the sixth-form boys still tend towards science, and girls towards arts subjects. His concern is shared by the Equal Opportunities Commission, which still gets complaints from girls who say they cannot do woodwork or metalwork, although no test case has yet come to court.

And at one Devon school visited this week although girls could technically opt for a design course based on a practical problem solving work, they were "not encouraged to do so because of timetabling difficulties. It was clear there was still a residual notion that it was not relevant to a girl's future career for her to pursue boys' crafts, or vice versa."

Members of the working party denied that they were interfering in a sphere more properly that of the parents. "There are spheres where schools are often diametrically opposed to what is going on in the home, but we cannot in all conscience agree with a parent's idea on a particular point," said Mr Denning.

Another primary school head, Mrs Corinne Galinski, said teachers must be willing to justify to parents arguments about sex stereotyping.

It seems, however, that there may soon be more international discussion about sex stereotyping in schools. This week Guido Brumm, REC Education Commissioner, said he wanted governments of the Nine to review education at secondary level, where "reports show girls are underachieving partly because of sex stereotyping."

"Schools must offer an education needed by each individual child and not education based on preconceived notions about sex or origin," he said. Will British schools take up the debate?

## Heads' vote to preserve the A level dismissed as 'filibuster'

by Bert Lodge

Rejection by the Headmasters' Conference of proposals to replace A levels by a larger number of N (normal) and F (further) courses was described as "filibustering" this week by a former pioneer of the movement to broaden sixth form education.

At their annual meeting the HMC, whose 215 independent schools produce 27 per cent of A level successes in the country, members voted unanimously to keep A levels but to introduce N level courses each worth half an A level.

Dr Eric Briault, former education officer of the Inner London Education Authority who chaired a Schools Council committee on courses for the non-academic sixth form in the late 1960s, said he was disappointed that the HMC had not agreed to go ahead with the N and F proposals.

"Any alternative proposals are used by the opponents of change for having another round of working parties that last another three or four years. I have experienced it before. It is just another filibuster."

The idea of N levels as equal to half A levels was worthy of consideration, said Dr Briault, who is now visiting professor at Sussex University. But he dismissed as "a bit of nonsense" the idea that A levels should be retained or universities would insist on a four year course. Because of the variety of A level syllabuses in sixth forms the first year in university was already largely used by some departments for going over old-fashioned studies.

Dr Clifford Butler, vice-chancellor of Loughborough University of

Technology and chairman of the joint Schools Council and universities committee which five years ago put forward alternative proposals for sixth-form curricular, said he was aware of considerable sympathy for the HMC proposals to keep A levels but introduce N levels along with the value of half an A level.

"I think the arts facilities are quite favourable though probably not the sciences. I must admit I have changed my own mind from the original idea of two subjects at F level and three at N. I would give it a little more flexibility now. I think for instance that four F levels should be possible."

Dr Butler was sceptical of the apparent enthusiasm of the Headmasters' Conference for the half A level component. "They know that their pupils will go on getting three and four A levels. The N level will only be significant in the comprehensive schools."

Mr Arnold Jennings, head of the 2,000-pupil Ecclesfield Comprehensive School, Sheffield, and a member of Dr Butler's committee, remarked that the reaction of HMC to the suggestion that the sixth-form curricula were too narrow.

On the HMC suggestion that university departments should be allowed to specify only two A-level subjects for applicants, Mr Jennings pointed out that the science faculties, like schools, were facing into another system to which they had to conform. If the professional institutes said they could not admit anyone knowing less than was currently demanded there was little the universities could do.

## Union seeks 25 limit on primary class size

by Stephen Cohen

Classes of no more than 25 children in primary schools were demanded last week by the National Association of Schoolmasters-Union of Teachers. The union's executive has approved a four-point plan for them in the light of the HMI report on primary education. This seeks to:

- Lower the size of classes to a maximum of 25 for children up to the age of eight.
- Provide more specialist teachers.
- Give primary teachers at least half a day free of lessons.
- Increase the provision of in-service training.

Terry Casey, general secretary, said too many primary classes had 35 or more children. "Too many teachers spend the whole day

without time to think, doing playground duty, meals duty and coach supervision."

Smaller classes would ensure that younger children received a thorough grounding in the basic skills. Specialist teachers could cope with maths, science and the wider humanities. Free time would allow staff to prepare and improve the quality of their lessons.

The plan is to be put to the Council of Local Education Authorities and Mrs Shirley Williams, the Education Secretary, as the union's response to the inspectors' report which complained that bright children were not being stretched sufficiently and that standards in some specialist subjects left much to be desired.

## History O level by post

An O level correspondence course in modern history to the present day is now available through the National Extension College and a number of local colleges of further education.

The syllabus, covered by the college course "Word powers in the 19th century", covers the history of the great powers—the United States, Soviet Russia and China—from the First World War to the present day.

The course is accompanied by a series of audio programmes to be listened to throughout the year.

## Catering students get job aid

A catering college students' union has been lent £1,000 interest free to help find part-time jobs for its members.

Birmingham Education Authority has given the loan for three years to the city's College of Food and Domestic Arts to set up an employment agency. With more opportunities for casual work in catering than in most trades, the union is hoping to make the agency self-financing by charging employers a fee.

Most of the college's 1,000 students are on small discretionary grants or none at all.

## Students complain on 'stand-by' grants

Local education authorities do not make enough use of their power to give provisional payments to students whose grants are delayed, says the National Union of Students.

In a letter to chief education officers, Mr Trevor Phillips, the union's president, says that if a student's grant does not arrive at the beginning of term the Department of Education and Social Security has no authority to help, even if the student has dependants.

"In view of the possibly serious consequences of delay, it is surprising that more authorities do not make use of their powers under Regulation 25 of the Local Education Authorities Awards Regulations, 1978."

Mr Phillips says that last year a student in the Birmingham area successfully appealed to the ombudsman when her grant cheque was twice delayed. The local education authority was found guilty of maladministration.

# The games children play



Above: This is a scene from Apaches.

Below: This is a scene from Building Sites Bite.

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## Comprehensives plan for Colchester turned down

Mrs Shirley Williams, the Education Secretary, has rejected Essex County Council's plans for comprehensive reorganisation in Colchester. She has suggested a sixth-form college for the town instead of the consortia of sixth forms proposed by the council. But her main attack on the proposals is reserved for those dealing with the future of Colchester's two selective schools, the Royal Grammar School for Boys and the County High School for Girls.

She condemns as a "disguised form of selectivity" the proposal that they should continue as single sex comprehensive schools. The wide catchment area they would cover and the high regard awarded to them locally, she says, could well result in their admitting a more than average number of well motivated pupils of high academic level. This would compromise the comprehensive character of the other schools by creating off these more academic pupils.

Mrs Williams' suggestion on sixth-form colleges is likely to produce the greatest agitation among the town's schools, particularly those with a sixth form. Mrs Kenneth Charnock, head of Sir Charles Lucas School, the largest comprehensive, said the heads of all Colchester schools had been united

in opposition to the idea for some time.

A county council spokesman said this week that it could not fulfil Mrs Williams' deadline for a reply soon after October 24. Any reply would probably be discussed by the education committee in January and go on to the full council for approval in February.

● Lancaster Royal Grammar School, a voluntary school of 800 boys, will go independent if its application to the local authority is granted.

Mr Anthony Joyce, the head, said the decision had been made because the school could not accept a proposal by Mrs Williams that it should become a sixth form college.

The Education Secretary had asked the governors to submit proposals for the reorganisation of the school after their meeting last week. After a meeting they issued a statement saying: "The governors are disappointed at the conditions which the Secretary of State seeks to impose. They remain of the opinion that these are educationally unsound and totally unacceptable."

Mr Joyce said: "As far as the academic side of the school is concerned, we would hope there would be no change. We will do as much as we can in the way of assisted places, under a scholarship scheme."

## Economics teachers in demand

A buoyant market for economics teachers is revealed in a survey by the Economics Association and the National Association of Teachers in Higher Education.

The demand for economics teachers continues to rise last year in spite of spending cuts and was more or less matched by supply, according to the researchers. Mr Brian Robinson of Worcester College, and

Mr Simon Smith, from Brunel, they warn against cutting back on the numbers trained for economics teaching.

"We would be unwise" they say, to ignore the likelihood that the increase in public expenditure on teacher provision in 1979-80 will lead to an expansion of the demand for economics. In the 50 per cent of state secondary schools in which it is not at present taught,

on childminding, a form of child care which caused most dissatisfaction in consultation circles at the drafting stage, the document is unequivocal.

It says the standards of care currently provided by childminders "give" a serious cause for concern, and the pay and working conditions of the minders are at present "unacceptable". It asks what about the care of 800,000 Overseas House, Quay Street, Manchester.







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Mr Vince Hemmings in front of Abbey High School.

## Ring road threatens school

by Diane Spencer

Abbey High School, in Redditch, Hereford and Worcester, built in 1932 as a grammar school and now a comprehensive with 1,000 pupils, is likely to be demolished to make way for the final link in the town's ring road.

Redditch Development Corporation decided on this last week after months of debate during which 13 other schemes were considered and scrapped. At one point the Redditch District Council wrote to the Department of the Environment deploring the inability of the corporation to decide on the route for the final mile of the road. The scheme has yet to be approved by the department and there is likely to be a public inquiry.

The plan to demolish the school caused such an outcry when it was announced in July that it was temporarily dropped; but an alternative scheme was even less acceptable. This would have brought the new road even closer to the school and would have swallowed most of its playing fields.

If the plan to demolish the school is approved, only a few houses will have to be knocked down. No commercial interests will be affected. It is, however, the most expensive plan. It will cost £2m to build a new school at Church Hill, a mile away, by 1981. But the corporation expect to recoup some of this by selling off what is left of the school's land when the road is completed.

Teachers at Abbey High are preparing for a long fight against the scheme which will, they say, be yet another upheaval in their pupils' lives on top of the change from grammar to comprehensive.

Mr Vince Hemmings, chairman of the staffroom committee, thinks the present plan is marginally better than the one to build the road through the playing fields; but it is only the lesser of two evils. ● Beverly Bridgehouse Junior School in Pateley Bridge, Yorkshire—an accident blackspot—is to close because local councillors think it a case of "Russian roulette" before a child is killed by a runaway lorry or coach. There have been several fatal accidents in the past two years on the hill outside the school. The council has resolved to expand the town's secondary school to house the juniors.

## Lone misery of young mentally handicapped

by Caroline Haydon

Many of the 5,000 mentally handicapped children in long-stay hospitals are left alone for up to three hours a day, except when they need to be fed, washed or changed, according to Exodus, the campaign to bring the children out of hospital.

They can be emotionally injured because they are uncertain why it is. Hospital is likely to increase rather than help their handicap. Exodus criticizes a Department of Health and Social Security circular which asks local authorities to help prevent the handicapped being wrongly admitted.

By concentrating on future admissions, it says, the circular ignores thousands of children already made miserable by an enforced stay in hospital. The circular is also criticized by the Council with Handicaps Group of the Personal Social Services Council, the independent body set up to advise ministers on social services policy.

Ending of inappropriate hospital admissions should not be left to local decision, it says. A national

target date should be set. The Department should consider the plight of all handicapped children, including those whose handicap is physical. Family support services must be increased if parents are not to face an intolerable burden when hospital admissions are cut.

Concern about handicapped children in hospitals increased recently after the publication of a report by London University researcher Miss Maureen Oswin.

This revealed that children often suffer permanent physical or emotional damage in hospital. Staff shortages and lack of training meant that children fully aware of their surroundings became needlessly deformed because they were neglected and left lying in one position. Blind children were put in front of the television for three hours a day, and children were completely deprived of normal childhood experiences.

In her most recent book, *Notes in the Welfare Net*, she criticizes doctors, nurses, and social workers for their lack of sensitivity and understanding in dealing with the parents of handicapped children.

## Police form truancy patrols

Spot checks on truants are being carried out by police and education department staff in Hastings. Truancy patrols stop and question young people who would normally be expected to be in school.

If they have no valid reason for being absent, they are sent home or back to school. The truancy drive is part of an attempt to

reduce juvenile crime which, police say, is connected with absenteeism.

Inspector Max Judge, community relations officer for Sussex Police, said last week: "There is a definite link between persistent truancy and petty crime and we intend to do all we can to remove young people from an at-risk situation."

## Exam code

A code of practice on the publication of exam results is being discussed by the schools sub-committee in Essex Councils, who will be visiting local heads, first, what exam results should be available to governors and interested parents. They do not, however, want them to develop into league tables.

## Teletext trial

A three-month experiment begins to test to discover how the BBC's Ceefax and the IBA's Oracle services might best be used in education. Nineteen schools and colleges have been given decoder units which will enable them to receive teletext information. The trial will assess the potential usefulness of "pages" of both special educational and of general information.

## Hot on the trail of the 3Rs

Journalists were scouring the High Streets of London boroughs last week to discover the state of the capital's primary education. The *London Evening News* has instructed 30 of its correspondents to put six questions to as many children aged over 10 as they can find. It wants to publish a series of articles on educational standards.

Children will be asked to multiply 9 by 7, subtract 19 from 57, spell school and thought, say what the capital of the United States is and tell who won the battle of Waterloo. The journalists have also been asked to dig out the latest O level results from as many comprehensive and independent schools as possible.

The Inner London Education Authority criticized the survey as "judicious, amateurish exercise". A spokesman said it looked like a page over 10 minutes at lunchtime. "Our advice to heads is not to cooperate. We have our own research and statistics department staffed by professional people who constantly monitor standards under controlled conditions."

Mr David Marshall, *Evening News* deputy editor, said the survey was designed to give a rough idea of the state of primary education. The *Evening News* was "into education in a big way" but "great capital would be thrown at the survey."

Stephen Cohen

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# Big Nine get party blessing for return of powers

The Government now has the full backing of the Labour Party to a policy which would allow nine big city authorities to retrieve responsibility for education lost during the last round of local government reorganization.

The Labour Party Conference in Blackpool last week overwhelmingly voted in favour of a statement from the party's National Executive Committee which proposed immediate implementation of limited local government reforms as a step towards more radical reforms.

These immediate changes would include consideration of the return of education powers to nine urban authorities with populations of more than 200,000, which lost education to the counties in 1974.

This would depend on whether the local authorities wanted education back. At least one, Southampton, has said it does not. But the rest of the Big Nine—Bristol, Hull, Leicester, Nottingham, Derby, Stoke, Portsmouth and Plymouth, want it as well as other personal services and have already made a direct approach to Mr Peter Shore, the Environment Secretary, for its return.

But it was clear from the conference debate that if the Government gave back powers to the Big Nine many smaller authorities, with populations less than 200,000, would demand the same treatment.

Mr David Harrison, a councillor and member of Basildon Constituency Labour Party, spoke for many when he complained that his local council was still suffering because of its losses under the last reorganization.

Basildon, with a population of between 100,000 and 200,000, would qualify for only a limited return of powers, he said.

"We don't agree in Basildon that



Peter Shore: present divisions "absolutely absurd"

county and district level was "absolutely absurd", he said.

Great cities of this country with proud and fine traditions of services to their people were reduced at a stroke virtually into housing authorities. "It is not good enough and we have got to change it and change it at the earliest possible moment", he said.

Limited changes are seen by the Labour Party's NEC as the first step towards radical reform of local government which would dissolve the county councils and establish elected regional authorities responsible for such things as economic planning, water, sewerage, some strategic technical services and some of the responsibilities of civil servants in local offices of central government.

Below this regional level would be the district councils responsible for personal and community services. No timetable for these radical changes has been laid out in the NEC statement, partly because it is felt that there is little sympathy or even understanding of what is proposed, partly because the regions seem artificial and unreal to electors.

The statement says that personal and community services such as social services, highways, some planning, highways, libraries and consumer protection could be transferred immediately to the large,

essentially urban, non-metropolitan authorities with populations of more than 100,000. This would again depend upon whether the authorities wanted them.

But it is more cautious about education where there is less consensus of opinion about the return of powers. The statement makes it clear that the proposals are flexible and says that the changes must be considered in the light of the effect on the education service both in the cities and of the counties of which they are at present a part.

Education officers in the county councils, which would be affected by the transfer of education powers back to the Big Nine, are the idea of yet another round of reorganization after concentrated efforts by them to absorb the city education services into a unified whole during a time of economic stress. They say it is far too early to judge whether the 1974 changes are working.

Mr Shore made it clear to the conference that he was having to be more selective about education where there was a stronger argument for larger organizations. "There we are prepared to look at the case put forward by the Big Nine," he said.

Wendy Berliner

## In brief

### Parents march to combat closure

With banners flying, 300 adults and children marched to the centre of Cambridge at the weekend in an effort to save yet another school threatened with closure. Once in the centre they acted out their protest in drama and song. The object of their affections was Park Street Church of England Primary School in the city centre which draws 100 children from the neighbourhood.

A spokesman for Cambridgeshire Education Committee said this week: "The working group which is looking into falling rolls in the city has decided that the school, which is nowhere near Department of Education and Science standards, has no play area and should be closed. It has also decided against keeping open Brunswick Primary also in the city centre but there has been no protest about this."

### Adventure scheme

The Methodist Church and the National Association of Youth Clubs have launched a challenge scheme for seven to 13-year-olds as a contribution to the 1979 International Year of the Child. Based on the acronym AIM, standing for Adventure, Interest and Mission, it is designed to encourage group discovery and service. The multiple-choice programme can be tailored to the needs of differing groups, and includes components from map reading to planning a concert. AIM Challenge Scheme, Methodist Church Division of Education and Youth, 2, Chester House, Pages Lane, Murrell Hill, London N10 1PE.

### Literacy charted

A chart highlighting progress in adult literacy in England and Wales over the past five years has been produced by the Adult Literacy Unit. The chart, which shows the increase in students, is designed to provide both information and publicity. Details can be obtained from the Adult Literacy Unit, Fifth Floor, 52-54, The Holborn, London WC1V 6RL.

### Economics prizes

What can Britain learn from other countries about tackling the unemployment problem? is the subject of this year's Heinemann Economics Prize, run by Heinemann Educational Books in conjunction with The Economics Association. First prize is £25, second prize £10 and third prize £5. Entries must not exceed 3,000 words and must be received by January 5, 1979. No more than three entries will be accepted from any school or college. Entries to: The Secretary, The Economics Association, 10, St. James's Place, London SW1A 1DR.

## Are they too young to be told the facts of community life?

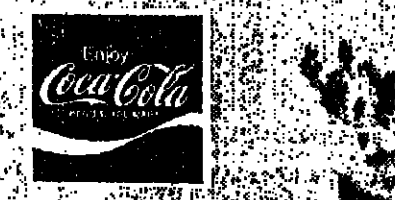
At a time when the young are so often isolated from the community, the *You and Your Community* kit, an educational package for schools, is a timely contribution to the problem. It is a unique study, produced by The Coca-Cola Export Corporation and in use at nearly 8,000 schools. "Man in his Environment" is designed to teach young people some basic ecological principles, stressing the importance of environmental conservation and improvement.

The "You and Your Community" kit, at an economical subsidised price, consists of four audio-visual films, each approximately 15 minutes in length. The films are: 1. Introduction - The Community; 2. Community Services; 3. Local Services to our Homes; 4. Local Services to our Homes.

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Each of the four films is available in half-frame or full-frame for mounting as slides) has a CD cassette with commentary and audio cueing. Full teaching notes, together with the commentary texts, are included in the Teacher's Handbook. The complete kit is supplied in a hard-carrying storage case.

*You and Your Community* is an educational package for schools. It is also an interesting study for "Man in his Environment", a unique study, produced by The Coca-Cola Export Corporation and in use at nearly 8,000 schools. "Man in his Environment" is designed to teach young people some basic ecological principles, stressing the importance of environmental conservation and improvement.



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Republic of Ireland

## Campus senate gives the word to preserve Gaelic

from John Walshe

DUBLIN

The senate of the National University of Ireland (NUI) has rejected a move which would have meant the dropping of the Irish language as an essential matriculation requirement.

There was never any real chance of the senate doing otherwise and to have done so would have caused fierce controversy. From 1913, Irish had a special place in the NUI, and from a somewhat later date, throughout the entire education system.

Education has been the main vehicle for what has been the aim of successive governments, namely the promotion of Irish as the republic's main language.

Government plans are constantly being revised on how to achieve this aim. Hardly another aspect of Irish life, probably not even the economy or the Northern troubles, has attracted so much attention, research and plans over the past decades.

And there is little doubt that if goodwill alone were enough, Irish would have been restored to its pristine glory long before now. A report was published two years ago by a government appointed committee which had researched attitudes towards the Irish language. The research was done in the Gaelic-speaking areas of the west coast where Irish is still the everyday language, and the rest of the country where English is the main language in use.

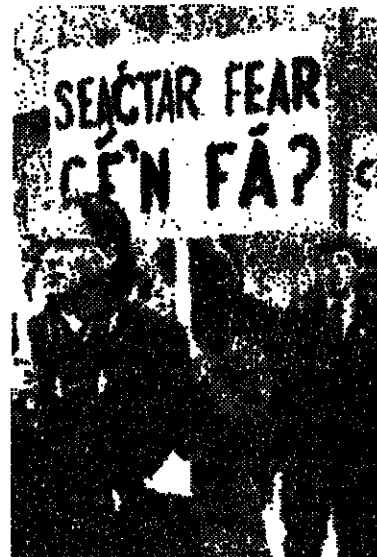
The committee reported that the first and most central dimension around which people's attitudes are organized is a basic belief in the value of Irish as a symbol of national or ethnic identity, or as a symbol of cultural distinctiveness.

For a clear majority of the population, the Irish language is valued as an important element in validating or publicly confirming their feelings of national identity. Linked to this are values about the intrinsic cultural importance of the language itself.

In the 1971 census, a total of 28.3 per cent listed themselves as able to speak Irish—an increase of exactly 10 per cent on the 1926 figure and just slightly below the 1951 percentage (the 1951 census, of course, taking into account the six counties in Northern Ireland).

While the comparison may give grounds for some optimism, this was dampened somewhat by the research on attitudes which showed how far people were willing to take this ability to speak the language. To take but one example, from the non-Gaeltacht sample, 73.4 per cent never read an Irish language book or magazine, 8.7 per cent seldom did, 9.4 per cent did occasionally, 6.4 per cent often and only 1.4 per cent always.

The research also revealed dissatisfaction with the transmission of Irish through the education system.



Irish: a symbol of national identity.

Not that people were against it (68 per cent of the non-Gaeltacht sample agreed that all children should be required to learn Irish in school) but many were unhappy with the way it was taught.

Perhaps the negative attitudes towards school Irish could be partly explained by the compulsion that used to attend the language prior to 1973. Until then, it was an essential requirement for passing the Leaving Certificate examination and for getting a civil service post.

Recognizing the antipathy towards "compulsory Irish", the Coalition Government in 1973 dropped both these requirements.

The then Education Minister, Mr. Dick Burke, promised a new Irish studies course which would encourage more positive attitudes.

At the same time, he also kept it as an essential subject on the curriculum for everyone to study. But the Irish studies courses seem to have floundered, and the results of the 1973 decision have been fairly dramatic. In that year, only 1.9 per cent of the Leaving Certificate candidates did not take Irish in the exam. Four years later, this had shot up to 8.4 per cent.

Equally alarming is the decline in the numbers taking other subjects like maths, history and geography in Irish, and the steadily decreasing number of pupils in all Irish primary and post-primary schools. In the 1975-76 academic year only 13,607 out of a total of 550,078 primary school pupils were in all-Irish schools. At the post-primary level, the figure was 2,641 out of a total of 270,556.

How then is the government to achieve its aim? The notion that Irish would be the only language of the people is gone out with the Celtic Twilight and the Sinn Féin ideal of an entirely Gaelic self-sufficient island, if indeed it ever existed among sensible language enthusiasts.

Ireland's entry into the EEC, the influence of British television (large areas of the country can pick up BBC and ITV channels) and the strong influence of Anglo-American culture and ideas all have their effects. On the one hand, they threaten to erode the fabric of Irish culture but at the same time, make people aware of their own separate identity.

A high degree of coordinated bilingualism is now being aimed at with encouragement being given to special interest groups in special situations. Until a few years ago, there was no other agency, apart from the Education Ministry and the Minister in charge of the Gaeltachts, to promote the language.

Now there is a statutory board, *Bord na Gaeltache*, specifically set up to promote and extend the use of Irish. Its 1978 programme includes plans for a professional Irish language repository company, increasing Irish language musical events (there has been a phenomenal growth in interest in traditional Irish music in recent years), and encouragement of Irish committees in schools and colleges. In addition, it has selected six language development areas where it is hoped to increase the local community's proficiency in Irish.

The Board is also co-operating with the Environment Ministry in encouraging the erection of road and other signs which give equal prominence to English and Irish.

Although there is no shortage of indications that the position of the language is being constantly eroded, some consolation is taken from the fact that the position in the Gaeltacht areas is looking healthier than for many decades.

There are signs that emigration, a feature of these areas for over a century, has been halted. In the Gaeltacht areas, the population of these areas was put at 66,000 of whom the vast majority conducted practically all, if not all, their everyday conversation through Irish.

The Gaeltacht, which contains about 2 per cent of the total population, get preferential treatment by way of larger grants for farms, buildings, etc. They have their own all-Irish radio station and are shortly to have their own self-governing local authority.

Credit for providing a livelihood for many Irish-speaking young people goes to Gaeltacht Éireann—a statutory body which establishes industry in cooperation with private enterprise and which gives other encouragement to existing small industries.

Its specific purpose is to encourage the preservation and extension of Irish as a vernacular language in the Gaeltacht through the economic development of these areas and the provision of employment.

A narrow, rutted road winding through tropical bush, close to the Yucatán peninsula, leads to the remote clearing of the *Escuela con Alberguia Benito Juárez*, where 50 Maya children aged six to 15 are attending a bilingual primary school. Since they come from homes more than five miles away they live at the school-hostel, from Monday to Friday. Two compact, flat-roofed stone bungalows contain the kitchen-and-dining area, the washroom and utilities, white classrooms and sleeping quarters are in two spacious wood-and-wattle houses with sloped palm-leaf roofs exactly like those in the surrounding Maya villages.

Yucatán has more than one million Maya-speaking people, of whom 300,000 are pure Maya. They are Mexico's largest Indian group still maintaining their pre-Hispanic rural culture.

The *Escuela con Alberguia Benito Juárez* is run from Valladolid, 12 miles away, where Mexico's National Indian Foundation, INI, has its regional coordination centre. The centre, one of four INI centres in Yucatán, is responsible for 50 schools of which 13 are *albergues*, like this one. A few schools had existed in the region for about 30 years, usually without teachers, until INI started organizing its centre six years ago.

"We have no trouble keeping our teachers", says Cromwell Escalante Mendoza, a young school administrator. "They all seem to have some personal interest in teaching at our school. Most of them stay with us for about two years."

The teachers are young people from the region a term or two short of graduating from normal school, or what in Mexico is known as *peripetia*. INI has given them six months' additional training in its own education methods, giving them a diploma.

How and what the children are taught is as much a political as a cultural question. After the conquest of Mexico in 1519, the Spanish systematically set out to destroy their "heathen" culture, and seize their lands.

The Indians who did not manage to escape to the safe isolation of the mountains in the north, or the jungles or deserts in the south, became virtual slaves of the colonizers. They were soon victim-



Children gather in an Indian village.

## Teaching the Indians

Fay Haussman reports on the progress of a literacy campaign among the Maya, Mexico's largest Indian group

ized also by the *mestizos*, the westernized people of mixed Spanish and Indian parentage, who gradually became Mexico's predominant population segment and who saw Indian languages and customs as the remnants of an "inferior" culture.

The first systematic attempt to educate Mexico's Indians dates from 1925 when everyone thought it would be easy. Teachers from urban zones were sent to teach Spanish to rural Indians. When that failed, as much due to the teachers' lack of preparation as to the Indians' resistance, successive administrations continued to proclaim the urgent need to "integrate" Mexico's Indians into the "national culture."

At intervals a particularly ambitious education secretariat tried its own brand of Hispanization. The last attempt dates from about 10

years ago and still makes Mexican anthropologists shudder.

In the programme, called *Enseñanza del Español a los Indígenas*, Indian children were put into a classroom where a teacher spoke to them in Spanish. They were subjected to a barrage of oral Spanish lessons for seven hours a day. Not a word of their own native language was permitted. The children understood nothing, became tired, cranky and desperate and soon were turned off entirely from that and all other kinds of schooling.

After 1970, under President Luis Echeverría Álvarez, Indian problems were eased. INI, which had been created in 1948, was given a great deal of money. Between 1971, when INI had 12 regional coordination centres, and the end of Echeverría's term in 1976, 58 new centres were created; today they total 82.

"We try as much as possible to get young Indians to work for us in their own regions", says Salomón Nalmad Sison, the anthropologist heading INI.

"Our training usually shows us as well as them whether they are fit to do our work. The ones who aren't drop out after a month. The others who stay with us for the full six months also will work out in the field. At the end they understand that Indian children must be prepared for a world which, for them, has two languages and two cultures."

Most of the Maya children at the *Escuela con Alberguia Benito Juárez* are the first members of their families to attend school. They have often never heard Spanish so they get only a little oral Spanish in first grade, where most of their work consists of literacy lessons in Maya. They start writing it at the end of the first year.

But most of the young Indians stay at the centre for about a year, and their chief interest is in practical training: carpentry, horticulture, agriculture, arts and crafts.

For the young women this usually means sewing and embroidery of stylized regional clothes. Once they are fully trained, INI lends them machinery and materials so that they can go back to their communities and combine working there, what they make they can either sell on their own or else at INI's cooperative and with the proceeds gradually repay INI for machines and material.

Dr. Rodolfo Stavenhagen, a social anthropologist at the *Colégio de México*, agrees with INI's education methods but finds that the programme doesn't go far enough.

Dr. Stavenhagen is the director of the recently created *Instituto de Cultura Popular* in charge of helping the Indians revive their ethnic culture—crafts, theatre, literature, poetry, and whatever else can stimulate their creativity and can be worked on in an Indian community. In Dr. Stavenhagen's opinion, the Mexican Indians' reviving ethnic awareness in no way interferes with their national consciousness.

The second year they get literacy lessons in both Maya and Spanish, but most of the lessons are still in Maya. As their knowledge of Spanish improves, more and more of their lessons will be in Spanish, but even in sixth grade a small part of their work will be in Maya.

Sports, horticulture in the sizeable garden and work on committees in charge of hygiene, discipline and social activities round out the *escuela's* curriculum.

Adult education, for Indians over 15 and in some cases up to 50 years old, takes place at the coordinating centre in Valladolid. Here, too, students come to live as boarders. They can follow part, or all, or an academic programme consisting of three levels: literacy classes first in Maya and then in Spanish, followed by "open primary", or what is in fact part of Mexico's adult education programme, taught flexibly over several years.

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South Africa

## Transvaal set for clash

from Martin Feinstein

CAPETOWN Transvaal teachers are becoming increasingly angry at the provincial education department for issuing instructions to teachers as if they were children. This, on top of its authoritarian stand on school discipline, its refusal to introduce new education or shorten the unpopular state exam year, and its discrimination against married women teachers, has set the scene for confrontation.

The province has steadfastly rejected calls for school sex counselling, which have intensified since a controversial hopping pregnancy advisory clinic set up four pupils high on the abortion seeking list.

The provincial member of the executive council for education, Mr. D. S. van der Merwe, is known for his conservative views. He has been a vocal opponent of the idea of a state-owned university, and has been a vocal opponent of the idea of a state-owned university, and has been a vocal opponent of the idea of a state-owned university.

heavy workload on teachers, he said, and parents were responsible for their children's sexual adjustment.

The department's uncompromising rules on maternity leave for teachers which allow three months' leave before and six weeks after the birth are also under attack, particularly since the department began denying those who did not reply. General secretary of the Transvaal Teachers' Association, Mr. Jack Balfour, said the department's action was "the latest move in discrimination against married women". Married teachers were not set because schools usually held open teaching posts for at least a term.

Another plan in the pipeline is likely to force married teachers to a quota system to encourage their male counterparts. Women employed on a quota system may only be appointed temporarily, and are likely to be replaced by the first available male teacher.

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## Sport

# FE colleges get their first 'very own' sports day

by Stanley Levenson

Students at further education colleges will have the first chance of sports competition of their own when the newly formed organization, Basic, stages the inaugural national tournament at the University of Birmingham on March 25 next.

Competitions will be held in badminton, basketball, volleyball, netball, hockey, table tennis and five-a-side indoor football. For this occasion only entries will be restricted to full-time students under 19 on September 1.

Basic, the British Association for Sport in Colleges, was formed earlier this year under the aegis of the Association of Principals of Colleges, with Mr Hugh Johnson, principal of Airedale and Wharfedale College of Further Education, Leeds, as chairman.

Its creation fills a sports gap in

the educational world, but Basic is concerned with more than competition. Mr Johnson and his colleagues, like everybody else in sport, are worried about the school-leaving drop out rate of 80 per cent, and the need for more sports amenities for further education students.

In this there is the backing of the National Union of Students which, last March, launched a campaign for better sports opportunities for the 16-19 age group. The union, while arguing the special needs of the school-leavers, also urges planners to take into account the recreational interests of the entire community.

Further education colleges, mostly with limited sports facilities, are also pressing for more bricks and mortar. In the spring Mr Johnson said he believed that priority should be given to the construction of sports halls, which would be a real boost for the spirit for further education.

This up to now neglected sector

is a big one; excluding evening class students, there are two million in further education colleges.

For the moment all 10 members of Basic's executive committee are further education college principals, with Mr C. H. Dixon (East Devon College, Tiverton) secretary and Mr C. A. Thompson (City of Bath Technical College) treasurer. Mr Johnson says that one of the reasons for the all-principal committee is necessity for stability and continuity in a student community with a greater shift of population than in polytechnics, universities and colleges.

Physical education staffs are also involved, especially at regional level, and the formation of teams for competitions will be up to the students.

At some later stage, says Mr Johnson, when Basic is better established it is planned to affiliate to the British Universities Sports Federation.

## Emanuel go tops at rugby

Emanuel School, London, won the National Westminster Bank rugby sevens competition played at the bank's sports ground in Beckenham, Kent, last week. Emanuel beat the London Oratory School 6-3, a goal to a penalty. Oratory were also runners up in 1977.

The competition, which attracted 31 schools in the London area or nearby, began with eight pools to establish the quarter-finalists for the knock-out stages.

In the quarter-finals Esher College, Surrey, the holders, beat Chislehurst and Sidcup Grammar School, Kent, 6-4. London Oratory beat Reigate Grammar School, Surrey, 16-4; Campton School, Romford, Essex, overcame St Marylebone Grammar School, London, 36-0; and Emanuel had an even bigger 48-0 win against St Ignace's College, Enfield, Middlesex.

Campton seemed to have used up their points ration when they fell 20-6 to Emanuel in the semi-finals, Oratory beating Esher 12-0 in the other match.

## Ten years with horses

Inclusion of riding and stable management in the curriculum of London schools nearly 15 years ago had opened up the sport to all sections of the community, said Mr Dorien Williams when the London School Horse Society celebrated its tenth birthday with a party at New Zealand House.

Mr Williams, who is president of the society and chairman of the British Horse Society, said the schools' society had been founded to provide extra-curricular back-up for the riding undertaken as a games option. It had provided invaluable support for the lessons undertaken at riding establishments.

Mr Harry Greenway, founder and chairman of the society, said that children from all types of school in London enjoyed the sport of riding. Many of them had gone on to careers with horses, which he pointed out was a very rare thing.

There was strong support for this excellent games option from pupils, teachers and parents, all of whom appreciated the help given by the Inner London Education Authority and the people of London.

## Basketball family

New honorary secretary of the English Schools Basketball Association is Mr Alan Mayson, a teacher at Eastbrook Comprehensive School, Dagenham, Essex. Mr Mayson succeeds Mr Mike Richardson, secretary for the past three years. Mr Mayson's wife is also active in schools' basketball, as the club competition secretary, except that at the moment she is preoccupied with her new baby, which is not yet a year old.

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# Broadly speaking

'Links between language and

identity are so strong that attempts to

correct non-standard speech

are likely to be interpreted by children

as criticism or rejection

of themselves, their family and their friends'.

Viv Edwards and Dave Sutcliffe on Creole in the classroom



Tom McNeven

All of them were cheering for the mices ...

The Scotland people keep on say that they does be a monster in a river could Lochness ...

are all too common. It would appear that the constant "correction" of the kind which seems to be fairly general in schools often produces confusion and linguistic insecurity on the part of West Indian children.

A far more constructive approach would be to acknowledge and accept Creole in the classroom. This is the course advocated most recently by ILEA in its "radical reappraisal" of multicultural education. This case is also strengthened by information which we have on learning to read. The West Indian who reads "the other two boy come to see me yesterday" demonstrates that he has grasped the meaning of the sentence, and the teacher who attempts to "correct" non-standard forms is likely to produce word-callers who read for accuracy, not understanding.

But what of black children born in Britain? It emerges from our (Sutcliffe) survey of the language background of the Bedford black community that there is a continuing vigorous use of fairly broad Creole by the second generation - inter-meshing as they do with the first genera-

tion, and adopting their attitudes towards their language. At the same time these children are discouraged from using "broad talk" by their parents.

So we might envisage a mid-point on the dialect continuum, a modification of extreme Creole, which represents the first language of pre-school black children. From this point, the child develops an English language by moving dialectically in one direction, and Creole by moving in the other. In this way most black children quickly learn to operate a wide span of dialect.

The most "English" speech of young black Britons often differs from local white usage in subtle respects. There are, for instance, slight differences in phonology, and some differences in what English teachers relish as sentence structure. Thus clauses tend to be inflected in the English way, but their organization into sentences may be "unusual". A Bedford-born black child was recorded saying: "... and he turn on the light say: 'boy what you doin' there?' Of course, this shows three instances of lack of (white) English inflection in addition to the unusual sentence structure. "Say (or rather 'ah') is a distinctive feature whose form and function derives from African languages.

The English dialect of older black children who may be speaking a form of

Creole in other contexts is likely to slip Creole-wards at the slightest change of mood, dropping inflections as it goes. How important are these structural and inflectional differences? It is entirely a matter of the tolerance of the teacher, the examiner and, of course, the employer.

Try underlining the unacceptable among the following:

They saw how his belly was big and round.

All my fish pots washed away.

Look at him, he's easy to cry.

A curse was on it, that who wore the ring would die.

In here is cold.

None of the above, incidentally, involve "faults" with inflections. It may be that the way forward lies in the highly promising study of collaborative learning techniques undertaken by Jim Wight and others working with Harold Rosen on the "Language-linked problems of inner city schools".

In this the pupils learn through talk. They are obliged to make some kind of cognitive effort to grasp an unfamiliar topic before they can begin talking about it. And the to-and-fro of discussion brings about a processing of information—different entirely from the usual mode of question and answer between teacher and class. Collaborative learning focuses on what pupils collectively "know", and nearly sidesteps the problem of standard versus dialect as classroom medium.

Any teacher overtly introducing Creole into the classroom may run up against certain problems. Parents may object. The children themselves may be confused by the move, chiefly because of the functional load of Creole in their lives. For many black people the use of "broad talk" carries various sociolinguistic messages.

Used to an "inferior", a parent to a child, it can imply control, direction. With equals it usually implies very relaxed, "Afro" interaction, often mock-aggressive. To a "superior", e.g. to parent or teacher, it can imply disrespect.

A minority of black children will not be able to produce Creole. Thus it might be advisable initially for the teacher to think not so much about introducing West Indian verbal genres. We are thinking about folk tales, playground riddles and rhymes, about the expression of religious and secular ideas by black congregations, and the theorizing of black children on subjects such as black-white relations or Rastafarianism.

Alternatively, dialect can be used in drama, where its use is "framed" by the situation, and one remove from the world of the classroom. This has already been done in certain schools with considerable success. Vauxhall Manor School's Jennifer and Brixton Blues is a lively dialect play now on video tape, and transcribed by one of the actresses.

There is no shortage of high quality work produced by Caribbean writers, but, equally, there is a wide range of material which documents the experience of young black Britons. This includes poetry by Linton Kwesi Johnson, short stories by Jennifer Johnston and anthologies of verse and prose such as "Stepping Out", which was produced as part of the work for Mode 3 CSE at Twyford School, Ealing.

Language can be seen as not only a problem area, but a curative power in the education of black British. The possibilities are great provided that the will exists to exploit them with imagination and tact. A collaborative effort by teachers, pupils, parents and researchers is needed.

Equally important, schools must be on their guard against racism, for without vigilance on this more general front all the language issues we have been discussing will become irrelevant.

Viv Edwards teaches at Bulmerha College of Higher Education. Dave Sutcliffe is head of the remedial department at Queensbury School, Dunstable. They would be glad to hear from anyone else with constructive ideas on the education of black British pupils.



20

## Where examiners fail

Rob Jeffcoate argues that the exam bodies' choice of A and O level English set books is often 'desperately blinkered, parochial and ethnocentric', lagging way behind the insights and discoveries of classroom teachers

In Liverpool the other week I called in at the central reference library, to check on GCE O and A level syllabuses in English literature. Partly I was intrigued to see what changes there had been to the set book choices since I last taught at these levels ten years ago.

To judge by the syllabuses of the four exam boards represented on the library shelves, hardly any—hardly any, indeed, since I sat the exams myself twenty years ago. In a way this is not surprising. After all, so far as I am aware, there have been no major recent upheavals in the assessment of authors from, say, Chaucer to George Eliot—I mean of the kind likely to affect their chances of inclusion in GCE syllabuses.

But I did wonder, as I flicked through the pages of set books for the years between 1976 and 1980, whether the selection had to be quite so uninspired and, for example, how many teachers took up one board's offer for 1976 and subjected their students to *The Antiquary*. However, this is not my essential point, nor was it my main reason for perusing the literature syllabuses.

What really concerns me is the choice of literature written in the last 100 years. One or two syllabuses continue to touch on the twentieth century in a perfunctory, even begrudging manner. They put me in mind of an anecdote of a former colleague. Attending an O level meeting in the mid-sixties he tentatively suggested it was time the board took some account of "modern literature". "Quite agree", chirped in one old dear. "What about Thomas Hardy?"

In view of the complaint voiced by some university teachers that students embarking on degree courses in English appear to have read little before the twentieth century, I can only assume that most teachers are opting for syllabuses which do attempt a more substantial engagement with the literature of our time. These are the syllabuses which worry me.

Their idea, implicit in their set-book prescriptions, of what has been written and is worth reading over the past 100 years is desperately blinkered, parochial and ethnocentric. It goes without saying that nearly all the poets, dramatists and novelists recommended for study are white and male. They are also almost entirely English, with occasional Welsh (Dylan and R. S. Thomas), Irish (Yeats, O'Casey, Shaw), and American (Frost, Twain, Miller) exceptions.

The examiners seem to be oblivious of the existence of flourishing literatures in English in Australia and New Zealand, Africa, the Caribbean, the Indian sub-continent and black America. I find no Patrick White in their lists; no V. S. Naipaul, no Edward Brathwaite, no James Baldwin, no Chinua Achebe, no Wole Soyinka, to mention but a few of the obvious candidates for inclusion.

The closest the student gets to the black, multiethnic or Third World experience are novels in which race is a political or social issue—which nearly always means Harper Lee's *To Kill a Mockingbird* (To Sir with Love is the GCE counterpart)—and white novels about the colonial era. *Heart of Darkness*, *A Passage to India*, Joyce Cary's *Mister Johnson*, J. G. Farrell's *The Siege of Krishnapur* and John Masters' *Night Riders of Bengal*. One board, believe or not, prescribed a West Indian novel, Michael Anthony's *The Year in Sun Fernando*, in 1976, but for candidates in Caribbean centres only.

Presumably the four GCE boards were represented on the library shelves be-

cause theirs are the exams taken by Liverpool pupils. Liverpool, it should not be forgotten, is London apart, the English city with the longest history as a multi-racial community.

The local CSE board's literature syllabus, found on the same shelves, was, improvement, but CSE at least permits a large area of teacher discretion, even in Mode 1 exams. Certainly I have had no difficulty choosing the books I wanted to use for the two CSE boards whose exams I have entered candidates. The real indictment, in my experience, of the set book choices of the English exam boards was embodied in the literature syllabus of the East African Higher School Certi-

ficate (an A level equivalent), which I taught in Kenya eight and nine years ago, and which one of the offending GCE boards was at that time still responsible for.

Not only was "English Literature" interpreted to mean literature in English, but also to include literature in translation. As a result, in any one year the four novels for study might be *The Mayor of Casterbridge*, *Anna Karenina*, *The Grapes of Wrath*, and Ngugi wa Thiong'o's *A Grain of Wheat*, and the four plays, *Macbeth*, Brecht's *Galileo*, Arthur Miller's *The Crucible* and Wole Soyinka's *The Trials of Brother Jero*. How much more exciting and interesting than the

miserable regimen so many pupils in English schools have to settle for.

As so often, the criteria of examiners lag behind the insights and discoveries of classroom teachers. For a number of years now, English teachers in London and other multiracial cities have taken it as axiomatic that their curricula should draw on a variety of cultural sources. For three consecutive years (1975-77) the National Association for the Teaching of English held commissions at its annual conference on teaching English in the multiracial classroom, and the whole of one issue of its journal *English in Education* (Spring, 1977) was devoted to different aspects of English in a multiracial school.

There was a time, not so very long ago, when teachers anxious to multiracialise the content of their libraries and stock cupboards could justly grumble about the dearth of materials. Now they can not. There is simply so much available, ranging from folk tales, myths and legends through anthologies of Caribbean poetry to fiction with multiracial British or American settings—and available moreover, not just from minority bookshops and specialist lists, but as mainstream publications from British publishing houses.

Most of the multiracial fiction I have used with lower secondary school classes during the past two years has come from established paperback series such as Puffin, Piccolo and Lions.

This new anthology\* of poetry for the English-speaking world, intended for fourth year upwards, is a welcome addition to the English teacher's repertoire. Collections of African and Caribbean verse and prose abound, but this is the first I have come across organized around traditional themes (people, love, animals, nature, beliefs, etc.), and drawing on a wider-than-usual band of cultural experience.

There is a good deal from Africa and the Caribbean which will be familiar to teachers who have already made their own explorations (Wole Soyinka's "Telephone Conversation", Ewan Jones's "The Song of the Bununga Man", David Dipeolu "Africa", and Edward Brathwaite's "The Look what's happened last week at de Oval"), but much, too, that is new and refreshing, particularly from the Indian subcontinent. The editors have rightly decided to include poems in translation (otherwise there would have been no place for Tagore) and in the end I especially liked the poem by a writer in Indian English, Nissim Eyal, written in Indian English, Nissim Eyal's gently mocking "Goodbye Party for Miss Pushpa TS".

But their selection from more conventional sources, which becomes crucial in an anthology of this kind, is open to serious reservations. Their failure to include a single American poem is inexplicable, and their extraordinary decision to appoint themselves (along with the likes of Hughes, Tarkenton and Seamus Heaney) as exponents of contemporary British verse is inexcusable.

Nevertheless, newcomers to the field could do worse than start with this anthology. You never know, it might give GCE examiners a few ideas as well.

\*Many People, Many Voices, edited by Norman Hinton and Amy Collins, published this month by Hutchinson (£2.50 paperback, £1.50).

Rob Jeffcoate was, until July of this year, head of English in a Birmingham secondary school. He is now lecturer in educational studies at the Open University.



Unsuitable for set-book treatment? Top: Chinua Achebe (left) and V. S. Naipaul; above: Wole Soyinka (left) and Patrick White.

21

## 'What about the workers?'

The Workers' Educational Association celebrates its 75th anniversary this week. Adam Hopkins has been looking at its fluctuating fortunes

In 1903, when Albert Mansbridge founded what became the Workers' Educational Association, his dream was "a partnership between labour and learning". After half a century of growth and confidence, and quarter of a century of crisis, the Mansbridge dream is being redefined today in a somewhat unspectacular but surprisingly vigorous form.

Far from dying on its feet, the WEA is alive and growing. This was the strong impression that emerged from a recent visit to Birmingham, which remains the country's foremost centre of manufacture, and therefore 'as good a place as any to look at the fortunes of the WEA.

I found the West Midlands district secretary at the top of a flight of stairs, every step of which seemed to be a metaphor for the WEA's history. But Richard Copley himself, in his late 30s and with a gleam of intellectual energy, seemed to belong to a brighter and more positive world. "It has been an exhilarating, rocky climb," he said. "Today we have more courses, more students and more staff than ever before. At the same time the WEA has absorbed a great many new ideas. What we need above all now is time to digest them."

There have been two big shifts in the fortunes of the WEA in its first 75 years. The second, which began in the early 70s, is still working its way through the system.

In its early days, it is generally agreed, the WEA had been a genuine expression of the cooperative, "mutual-help" spirit of the industrial workforce. Strong in the belief that "knowledge is power" and generally committed to social emancipation, the movement nevertheless pursued what it saw as objectivity, and rejected all partisan alliances. At the same time it grew like a beanstalk.

Its pride and glory was its three-year "adult" courses—these are still strong in some parts of the country—but there was a mass of other classes and courses laid out in response to the wishes of the many hundreds of autonomous branches. The movement was on voluntarism, and the paid officials, as today, were there to help the members.

The development reached a peak just after the Second World War. Then, with the war over, the WEA ran into a patch of rough water. Class recruitment and branch membership fell off sharply; and there were, says Bernard Jennings, "anxious discussions on the future of the WEA as a social purpose" and "what the workers' were for."

The WEA's now Lord Briggs, set the pace again by restating its purpose as a voluntary movement pledged to a sophisticated social democracy. All kinds of new subjects of study, often with a local emphasis, began to spring up, as was happening in schools. Some of these were local history, archaeology and geology. There were also more and more courses for trades unionists, and the "what about the workers?" problem was still persisted.

The WEA itself was one of the bodies campaigning for an inquiry into adult education. In its evidence to the Social Committee, set up to meet this need, the WEA proposed that it should provide not just liberal studies as before, but also industrial studies, social and political education, and education for the

workers. It took Russell four years to report, but in 1962, and this was the start of the changes. He began to swing into gear in all the fields it had proposed



Students at a WEA summer school in Oxford, 1912.

for itself. Then, in 1975 and 1976, years of massive inflation, the WEA found itself in danger of collapse.

"There is no doubt," says Richard Copley, "that it was in deep waters, with the districts throwing up very large deficits and no immediate hope of putting matters right." Grants from the I.E.A.s and the Department of Education and Science lagged far behind. When the DES brought its contribution up to the old level, it did so conditionally upon the WEA increasing its work sharply in the three "Russell areas" of industrial, social and political, and compensatory education.

The inevitable consequence was that the old liberal studies courses, which had been the mainstay of so many WEA branches, had to be cut back. So, partly by its own volition and partly because of the DES, the WEA found itself moving in a new direction.

In the West Midlands, for example, in 1975-1976, liberal and academic studies accounted for 42 per cent of the WEA's work, trade union courses for 38. Now, in 1977-1978, it is the other way about—liberal and academic studies down to 25 per cent, trade union activity up to 51.

Of all the new areas of work, courses in social and political matters probably present the biggest and the most stimulating challenge, since, as one might expect, the word "workers" in the WEA's title tends to bring in enthusiastic radicals. Though the WEA has traditionally tried to pursue a line of intellectual objectivity, it is, of course, one of the main planks of contemporary radicalism that no such thing is possible. Many of the new students argue that the WEA should make

itself a sharply partisan campaigning organization, of just the kind that was rejected by Mansbridge, R. E. Tawney and other early WEA luminaries.

Typical courses in this area might look at inner city renewal, women at work, or technological policy, usually with a local bias and with a good deal of ideological argument. Meanwhile, the WEA supports such obviously useful radical undertakings as Centreprise, a publishing cooperative in Hackney, London, and a women's magazine produced in the Midlands.

Trade union education, which has expanded hugely, consists basically of day-release lectures for shop stewards in such matters as industrial relations, health and safety at work. But the further aim, says Richard Copley, is to draw trades unionists into evening and weekend courses that go beyond the nuts and bolts of trade unionism, and into such questions as the wider economic context of trade union activity, or the generation of wealth in this country and internationally. In this way, new members are being drawn into the voluntary side of the WEA, just as some of the old "liberal studies" folk are dropping out.

So how does it all add up? "My guess," said Richard Copley, "is that one has probably shed a few students who paid lip-service to the aims of the WEA, but who were probably just interested in the fun of a class evening. We have retained a lot of people who, while supporting traditional courses, are committed to the ideals of the WEA, and do what they can to support them. And the trade union work has brought in new students with a new commitment."

There is, he acknowledges, a profound long-term problem in maintaining the strong voluntary nature of the movement when policy-making is coming under pressure from outside. But, so far at least, the new pressures are bringing a new strength.

On the even more basic question of whether or not the WEA has a real role, at a time when the universities and the I.E.A.s are doing so much in adult education, he is firm. "We can offer something of a rather less practical kind than the I.E.A.s, who have all their work cut out meeting the demand for things like yoga, keep fit classes and car maintenance."

As for the universities, our grass roots involvement lets us reach a different clientele from the extramural departments, which generally attract people who have already been in higher education, and now want to go wider. We can also start from a lower point. In an extramural class, there's an assumption that members can pick it up at a reasonable level. We can begin with the basics without any worry as to whether it's university level work.

But the big thing is the voluntary aspect. I think the WEA will always have a role until the other bodies take in the very simple idea that people like to be involved in making their own decision about what kind of course they want, where these are going to be held, and at what time of day. Without getting too starry-eyed about it, it seems to me that we can offer a personal involvement, and the reason that is really important, and the reason why the WEA has survived for 75 years.











## 26 Books/Maths/Geology

## Proceed and spiral

Alan Tammadge on O level and CSE maths books

**Common Core Mathematics, Book 3.** By Henry Smith and William Waller. Hulton Educational £1.40. Teachers' Book £2.10.

**Concise Modern Mathematics.** By D. G. Muir. Longcross Press, Aston Express Services, 5 Fitzharding Street, London, W1 £3.00 and answer book £2.00. Exercises in Mathematics for 16 plus Examinations. By R. D. Knight. John Murray 95p.

**Mathematics for Today.** By G. D. Huxford and A. D. Ball. Macmillan £2.95. 333 17830 0.

**Mathematics to Sixteen, Book 3.** By Ronald Holt and Charles Reynolds. University Tutorial Press £1.80. £1.95 with answers.

**O Level Mathematics, Part 3.** By Doris Bass and Ann Barnham. Cassell £1.80. £2.15 with answers.

Today heads of mathematics departments have an enormous choice of textbooks for their examination forms. The first wave of curriculum reform has rolled away up the beach, leaving much scope for writers in its wake. There is reaction about it; and people who welcome it. O level and CSE seem about to be replaced by a Common Examination at 16 and authors with their ears to the ground are making sure that the word "sixteen" occurs in the title.

The six books reviewed here exhibit this variety, but have one feature in common. It is now the fashion to leave it to the teacher to provide introductory material, links with previous work and motivation. First wave authors spent a lot of time doing this for them. Today's assumption is that teachers have mastered the new parts of the syllabus and that the text can shrink to the more laconic style of the fifties. This freedom is welcome, but there is little really exciting writing here and a noticeable dearth of new ideas.

**Common Core Mathematics, Book 3M (for Modern)** has 64 large, square pages. It should be used concurrently with books 3 and 4 of a five-book course to "meet the demand for modern topics" in CSE Mode 1 courses. It does not assume any acquaintance with these topics in years 1 and 2. The authors "believe that teachers are in schools to teach" and have cut back hard on the bookwork. An inexperienced teacher will find this tough. There does not seem to be a teachers' guide, nor answers. The book is printed to save space: diagrams on one page refer to questions on the next. Topic gives way to new topic in mid-page with little gap and this is confusing, despite two-colour printing.

**Concise Modern Mathematics** is concise, certainly, but modern—alas, no. It is an enlarged and "modernized" version of a book published in 1960. Despite the claim that it "takes in metrication, the EEC, and the New Mathematics", it bears all the signs of being an extension of a book for preparatory schools, a collection of examples, tightly packed on each page with only the merest nod to modern ideas of presentation or even modern topics. This is a complete course in one volume of 336 pages, starting with the addition of two and three-figure numbers and finishing with elementary probability. It is designed for people between 9 and 15, but it stops short of GCE, even CSE. There is, needless to say, no teacher's guide, and the answer book is a separate volume.

As for *Exercises in Mathematics for 16+ Examinations* this book is exactly what it says. There is no bookwork, just a summary of work covered and answers at the end of its 57 pages. The standard is that of CSE, but it includes some easier O level type questions. The author suggests that this would be a "useful supplement to any text book", but the questions are not always very carefully set, nor is the printing without fault: on page 36 the formula for the volume of a

sphere looks as though it is meant to be  $4/3\pi r^3$ . *Mathematics for Today* is a much more substantial work, printed with Macmillan's customary care. It has 350 pages, answers and 4-figure tables of logarithms, sines and tangents. The single book covers both fourth and fifth years, preparing pupils from mixed ability groups for the goals of O level or "most modern examinations". Again there is the minimum of bookwork. There are revision sections for the previous three years' work, though not in much detail. Emphasis is on methods: to divide fractions, invert the second and change division to multiplication; to change the base of a number, "proceed as in the following example". I suspect that it may not be easy to plan the use of this book over two years. The approach is not spiral: there is one and only one chapter on each topic. The 25 test papers are all at the end and do not appear to have been graduated. However, the book is carefully written and will appeal to many teachers.

**Mathematics to Sixteen, Book 3**, with or without the answer book, contains what is now the traditional mixture of ancient and modern. Yet, again, there is little by way of introduction or explanation, and I am not happy with some of the explanations that are given, the topological line for example, or the definition of a histogram. There is, however, a neat introduction to working origin in the statistics chapter.

**O Level Mathematics** is in three books and is a differently conceived course. It is a four-book series containing what is now the traditional mixture of ancient and modern. Yet, again, there is little by way of introduction or explanation, and I am not happy with some of the explanations that are given, the topological line for example, or the definition of a histogram. There is, however, a neat introduction to working origin in the statistics chapter.



## Old rocks, new wave

**Principles of Physical Geology.** By Arthur Holmes. Third Edition. Revised by Doris L. Holmes. Nelson £14.95. 017 761298 3. £8.50. 017 771299 6.

**The Work of the Sea, Rivers and Ice.** By R. Kay Gresswell and G. R. P. Lawrence. Hulton Educational £1.70. 0 7175 0791 2.

**Principles of Physical Geology**, first published in 1944 and reprinted 24 times since, is now in its third edition revised by the widow of Professor Holmes, and herself a distinguished university geologist. In the course of time the book has grown and now has 730 large pages with a wealth of first-class black and white photographs and diagrams all fully integrated into the text. The first edition was a classic in its field, a book which could be read and understood by the geologist as well as by the geologist. In his preface to the second edition Professor Holmes attributed this success to the fact that "the subject was presented with a minimum of jargon, with constant reference to observational evidence and with copious illustrations". The second edition, published in 1965, was virtually a new book, expanded and revised by Professor Holmes to take account of the latest developments. Thirteen years further on this third edition includes many, new and

"fundamental" additions to the text, such as the theory of plate tectonics.

It is hard to imagine a better introduction to physical geology. With an updated, clearly written text and superb photographs and diagrams, it is a handsome bargain even at the hefty price of £8.50 for a page book.

**The Work of the Sea, Rivers and Ice** is another reworking of an older material. Dr Gresswell's *Beaches and Coastlines, Rivers and Valleys and Glaciers and Glaciation* were in their day invaluable, accessible surveys of the three major themes in school geography and each was well illustrated with the author's own black and white photographs. This new work is a revised and bound edition of the three previous books. It is relatively compact (120 pages) and is now published in landscape format with a new binding. The photographs are always crystal clear and adequate for the purpose. The book has been written directly to the pupil ("you may easily observe...") and this technique is undeniably successful in putting across clearly the basic facts. This original theme was in the 1960s whether with O-level pupils or those in the first year of the sixth form.

Phillip Saville

## Research work

**Educational Research: a structure for inquiry.** By Charles D. Hopkins. Bell and Howell. \$16.85. 075 08624 8.

**An Introduction to Educational Research.** By Robert M. Travers. Collier Macmillan £10.85. 02 421370 5.

Hopkins' book is concerned with the structure of educational research. It seeks to communicate a view of the process as a whole rather than just describe the individual activities it comprises. Its value in this regard must be seen however against a somewhat restricted notion of educational research. It does not include evaluation procedures, test construction, curriculum development, action research, or the like. It does not deal with the methodology of educational research. It is a very wide range of methods. Some of the discussion, particularly of historical inquiry, is dated but the book is generally applicable knowledge.

Three major chapters tell us what constitutes acceptable method: historical inquiry, descriptive studies, and experimental design. This division takes a little getting used to, especially as descriptive studies take in a very wide range of methods. Some of the discussion, particularly of historical inquiry, is dated but the book is generally applicable knowledge.

An equally narrow conception of educational research runs through Travers' book, now in its fourth edition. Given this limitation, however, it is a reflective volume and offers a very good introduction to the achievement and limitations of educational research. It is aimed, not at the student market with clear examples discussed at length and excellent chapter summaries.

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## Romanos video?

PETER TURNER describes Surrey's television series for teaching Latin



Throughout western Europe the teaching of Latin appears to be under pressure. Even in Italy the latest news suggests that it has been abandoned almost completely by the schools. In Britain, the past 20 years has seen its gradual decline from being a compulsory part of the programme in some grammar schools to its present position as a struggling minority subject. In comprehensive schools, it has become increasingly difficult and often impossible for headteachers to provide for the small numbers of pupils who wish to study the language, even when they feel committed to the subject and have specialist staff. It may be possible to provide Latin and Classics for lower age groups and even some specialist classes at O and A level, but for those whose option choices do not fit with timetable arrangements, Latin has to be sacrificed.

In areas where there are sixth form or tertiary colleges, the offer is often drastic. In many cases the schools that support pupils to these colleges were formerly secondary modern schools and specialist staff not available to provide a Latin course. The financial constraints, and demographic trends all conspire against changing the balance of existing staff structures. In 11-16 or 12-16 schools the teacher/pupil ratio is less generous than in the all-through comprehensive schools and it is more difficult for the timetable to be manipulated to provide for the needs of small groups of children.

In some areas sixth-form colleges are trying to help by encouraging their specialists to provide part-time assistance for their contributing schools. Although this is a significant feature, it cannot meet the needs of all the individual pupils who might wish to study Latin. Where no tradition exists, the few who want to study the subject at O level are likely to be discouraged by the variety of teaching methods. A visiting specialist is unlikely to come to a school with more than a small proportion of these children.

In Surrey, we feel that Latin deserves help to ensure its preservation. Although it is not financially possible to make special staffing provision, it is possible to use technology to make the present provision more effective. Television method which allowed the production of a production which could be shown to the pupil in the classroom. The complete programme at this stage, appears to be made up of talking head shots. No script is necessary in advance because only one camera is used, and there is a single subject.

The recording is made with an edit recorder, so that the presenter can stop and start without loss of picture synchronisation. When the presentation has been recorded, graphics, artwork and captions can be inserted to replace some of the original programme sound. This provides visual interest and retains the natural teacher flow of the programme.

Obviously, a television programme is insufficient on its own. There must be good printed materials to reinforce learning with visual exercises. Fortunately these already exist, since in recent years there has been a lot of work on

modern Latin courses. It was decided, therefore, to use existing published texts as a foundation for the Surrey television series. The publishers of *Ecce Romani*, Oliver and Boyd, were prepared to grant permission provided that the Surrey materials were not used as a substitute for their books.

The form of the *Ecce Romani* course with its compact stories, progressive teaching and grammar exercises and its background information, made it an ideal foundation for television teaching. The stories could be amplified with artwork shown on the screen, the teaching points brought out by the television presenter, and the grammar exercises explained. This became the pattern which was repeated through the first three series of *Ecce Romani* books. As extracts were read during the television programme, this gave rise to the second support medium. The full stories were read and recorded on audio tape which pupils could follow with the text and compare with the printed translation produced by the Surrey Latin teachers. The presenter of the television programme is a woman, and the audio recordings are of a man's voice, so that pupils hear male and female voices saying the same words.

The specialist teachers involved in this project are heavily committed, and it is important to ensure that this additional work takes as little of their time as possible. The staff at the media resources centre evolved a production method which allowed the production of a production which could be shown to the pupil in the classroom. The complete programme at this stage, appears to be made up of talking head shots. No script is necessary in advance because only one camera is used, and there is a single subject.

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The visuals are designed by the artist after the presenter has finished her work. The illustrations in the *Ecce Romani* text are used as a guide but the artist has to place the characters in new situations to meet the demands of the stories. The production method allows the specialist teacher to present as many as three new programmes in an afternoon but it may take several days to add the visual material needed for the finished product.

During the past 12 months, 16 programmes have been completed. By the end of last term 12 of these were in regular use for the teaching of first-year Latin. One school used the tapes in a resources centre for individual pupils. Each tape was viewed by each user several times until the pupils attempted to translate the story. The translations were checked against the printed translation of the text. A visiting specialist teacher met the pupils for one lesson each week to ensure that the teaching points were understood. At the end of the year, the pupils were able to take the same examination as the neighbouring school and the results compared favourably with those obtained by pupils taught by traditional methods.

Many Surrey schools had already purchased published materials for the Cambridge Classics series and were reluctant to invest in new materials, so there was considerable pressure for a companion television course for this series.

The *Cambridge Latin Course* is already very visual and its small booklets with well-distributed teaching points make it more difficult to transcribe for television. Nevertheless, permission was obtained from the publisher and the first two programmes have been made for use with the first two texts in this series. These should go into use during the autumn term and if successful will lead to a further series of television presentations.

Both the *Cambridge Latin Course* and *Ecce Romani* use background material to add colour to the study of the language. This gives further scope for local initiative. Already the Surrey Television Unit has produced a programme with the help of the Husemire costume wardrobe, on Roman dress. This project linked the needs of drama teachers with those teaching Classics. In future, cooperation with local museums could produce material which featured the remains in the country for the benefit of historians as well as teachers of Latin.

Thus, starting with an anxiety to preserve a subject which was an important part of our educational heritage, we have produced the beginnings of a bank of materials which may prove useful in a variety of disciplines. Although intended for small group and individual learning, many users find it valuable to reinforce their teaching of complete classes. The costs involved in preparing this additional resource have been modest, but the benefits for Surrey pupils may be considerable.



Dryad Handicrafts, whose traditional role as suppliers of cane for furniture making and fur fabric for stuffed toys is now updated by the addition of materials for crafts such as enamelling and candlemaking, have opened a showroom at their Leicester headquarters where teachers can browse or even buy. There is also a history room containing a collection of craft items made by the founder of Dryad, Harry Peach, on his travels around the world. Items include a Swiss loggia showing cane furniture made in the early part of this century and photographs of what are believed to be Dryad cane chairs in use on the Royal Yacht Britannia. Dryad, PO Box 38, Northgates, Leicester LE1 9BU.

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TES/82

## Liebe Hans! Wie geht es?

by Caroline Mendham

**Alle Güte!** A Guide to Writing Letters in German. By G. E. Harris. E. J. Arnold & Son Limited, Butterley St, Leeds LS10 1AX 70p.

Since letter writing is an aspect of modern language teaching which tends to be neglected and German is particularly difficult language in which to write a letter, this book is extremely useful to teachers.

Each example points out key phrases, rephrases grammatical constructions, and of course, initiates the pupil into that most complicated mystery of letter writing in a foreign language—forms of address and of final greeting. The letter samples are also a convenient way of learning about various points of style in German.

Finally, there are "letter questions" from former CSE and O level papers, to consolidate the lessons learnt. This is altogether a comprehensive introduction to German letter writing.

## Look and listen to biology

**Biological sciences—a subject index of AV materials** is said to include all audio visual materials relevant to the teaching of biological sciences in the United Kingdom. It has been compiled by David Maslin of Wolverhampton Polytechnic and makes no judgments of level or quality except in designating some materials as most suitable for primary age groups. The index covers film loops, videotapes, slides, OHP transparencies and multi media resource packs. It costs £3.

Further information from The Institute for Biology Publications Dept., 41 Queensgate, London SW7 5SL.

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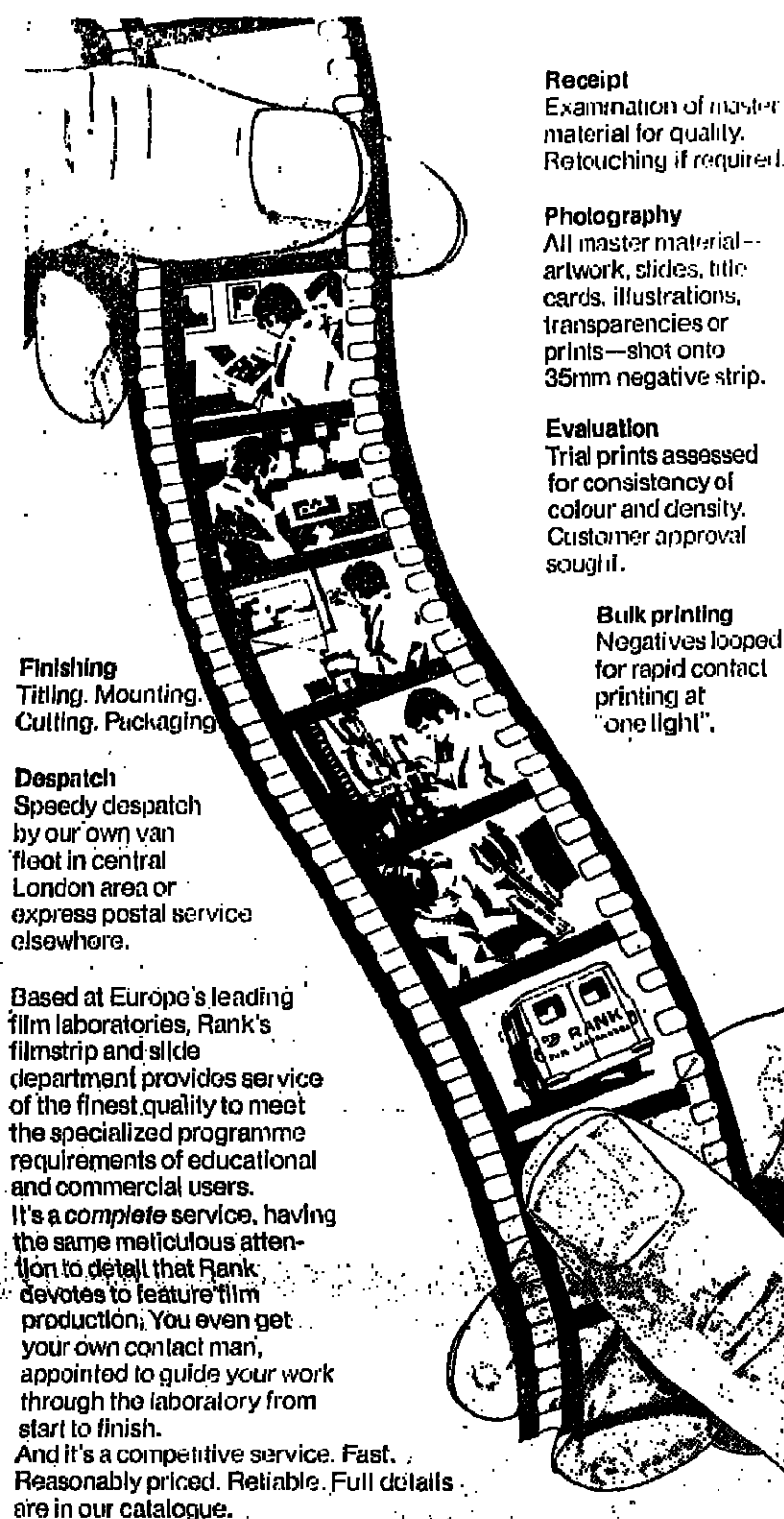












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## Civilizing influences

Gillian Klein surveys resources for children in a multi-ethnic society

It seems to be agreed that we should be educating children for the society in which they will live. Whether we are equipping them with basic skills or increasing their knowledge of the world around them or developing their self-expression through music, dance and drama, we should not lose sight of the society in which children will live. And one aspect of that society is that it is already, and will continue to be, racially and culturally diverse.

"Multi-ethnic" or "multi-racial" education means educating all children in and for that diverse society. It is not merely the education of children of ethnic minority groups. It is for every child to develop respect for and understanding of the various cultural strands, to make all children aware of the potential riches offered by this diversity of life styles and backgrounds within at first the classroom and school and then within the community.

Although there have always been immigrants to Britain, these have in the past been largely assimilated. It is only in the last three decades that the number and physical differentiation of immigrants has led to awareness that our society will be palpably changed by their presence, and that new needs must be recognised and met.

Organisations concerned directly with the multi-ethnic society prob-

lerate, significantly the Commission for Racial Equality and the local Community Relations Councils, Oxford with its new education centre, the National Association for Multi-racial Education and the organisations initiated by the ethnic minorities themselves. These are often valuable information sources for teachers.

The ethnic minorities also publish their own journals, such as *West Indian World*, and have set up their own bookshops in centres like Manchester, Birmingham, Bradford and London. (A list of London-based bookshops is available from the Centre for Urban Educational Studies, 34 Aberdeen Park, London N5 2BL, stamped addressed envelope.) These supply fiction and information books, journals and records and are often also the only source of materials in the children's mother-tongues.

The British establishment too is slowly responding. Several London boroughs have put ethnic minority or "community" libraries into their public library service. One is as likely to encounter *Anansi* as *Rumpelstiltskin* on BBC's *Jackanory* or their delightful radio potpourri for children *That's it Be Telling*.

Mainline publishers have become alerted to the demand for books which reflect the pluralism of urban society and, more important, are less likely than even five years ago to produce "band-wagon" multi-racial literature—the kind with the token black face in the illustrations.

It is at the level of initial literacy that we should begin to present to children books that will motivate them to read. "Breakthrough to Literacy" (Longmans and Haffin) and "Link-up" (Holt McDougall) are well-structured and appropriate. Among Macmillan's "Nippers" careful selection is necessary, but Methuen's new "Terraced House Books" can be unreservedly recommended.

Collins recently organized a competition to stimulate the writing of children's novels and short stories which portray a multi-ethnic society, and the winning entries, by Geoffrey Goodwin on *Farukh Dhuvi* will soon both be available.

Bodley Head have consistently produced outstanding children's books in this field, for example those by Ezra Jack Keats and Pamela Breiberg. Penguin has just published Breiberg's first "Sean" books in Puffin and continues to seek stories of high standard, as well as publishing under their banner Kestrel, two exceptional works of fiction for secondary school children: *Jet, a Gift to the Family* by G. Miller, and M. Danks' *The First of Midnight*.

Deutsch, Oxford and Longman, Methuen and Hamilton, are all alerted to the potential of this under-provided area, and are selecting carefully. Weston Woods Films, which had summing success with *Healey's* excellent *Story, a Story* has added several of the picture books by Keats, plus retellings of Chinese, Tamil, Caribbean and Asian folk-tales.

But demand is still far from being met. This is evident from the number of private initiatives attempting to augment resources. Apart from the well-established *Enterprise* in London, which workshops like *Commonplace*, *Ealing*, are publishing the writing of ethnic minorities. There is a search, too, of educational materials, which has stimulated *Commonplace* in Birmingham and Bradford Education Committees to develop their own.

Rachel Evans, a multi-ethnic sources consultant, acts as a clearing house for such materials, and continues on facing page



From a "Make-a-story" illustration.

continued from previous page

can be reached at Kiln Cottage, Culham, Oxford. She will also arrange sale exhibitions of the full range of publications available, selecting also from the mainstream publishers and the ethnic minority bookshops.

Political bodies are also bringing out materials. The Teachers' Club, in their campaign against the National Front have assembled five "Tankies" for use in schools, available from PO Box 151, London WC2. These consist of tapes and work-cards on the rise of Nazism and anti-Semitism in Germany, the growth and policies of the National Front, issues of imperialism and capitalism, and include games and songs of children in Britain today.

The NUT has produced a pamphlet *Race, education, intelligence: a teachers' guide to the facts and the issues*. Soon to appear from

Liberation, 33 Colindale Road, London N1, is an information booklet aimed at teachers and trainee teachers on race and racism. Periodicals like *Race Today* and *Race and Class* concern themselves with education.

The Inner London Education Authority with its commitment to multi-ethnic education and considerable support services has been working directly with children of all races, producing a range of materials called "Reading Through Understanding". *Make-a-story*, with stories and puppets about events in the lives of three black British families, is designed to promote basic literacy skills in all children.

To stimulate further reading, there is *Share-a-story* packs of tapes, booklets and vividly illustrated screens of traditional *Anansi* stories. These are published nationally by Holmes McDougall. For over-eights

*Exploration-story* relates the kinship of characters whose lives are sufficiently relevant and interesting to keep children reading, such as *Toussaint L'Ouverture*, *Te White*, the *Miami* pacifist, and the militant *young Rani of Jhansi*. Illustrated by Osei Murray and nationally published by Collins, they will surely be popular in secondary schools, too.

Teachers and librarians who want to know what resources are available will find little help in published form. Although the second edition of the National Book League's *Books for the Multiracial Classroom* came out in 1976, not all the books in it can be recommended—several, in fact, are decidedly racist. The NBL has already moved to rectify this, and until their new edition appears we have only lists which are hopelessly out of date.

Short selective lists are brought out by organizations like National Association for Multi-Racial Education and Centre for Urban Educational Studies, which do not attempt to be comprehensive, and there are some useful Commonwealth Institute bibliographies on specific topics, such as Christine Keene's multi-media list on Jamaica.

Ultimately, however, teachers will have to evaluate the books for themselves. They may find of assistance the paper, *Practical Guidelines for assessing children's books for a multi-ethnic society* which is available from the Centre for Urban Educational Studies (stamped addressed envelope please). Any school's reading list would do well to watch out for the "token" black face in illustrations.

So often this face is little more than a caricature, akin to a comic strip figure. Dipping into texts may expose other damaging stereotypes: the black boy who is bad at lessons and good at sports, the black "baddie" of Captain John or *buffoons* of Jean Tozer or the black child who is an object of pity and philanthropy for a white hero.

When seeking stories to which black children can relate (and from which white children can learn), look for those with self-respecting

and decision-making black characters, be they parents, teachers, or the children themselves. A fine example is Louise Fitzhugh's *Nobody's Family is Going to Change* (Gollancz), which not surprisingly won the "Other Award" for books which make a contribution to society and are worthwhile reading for children.

With careful selection we can begin to counteract the hidden message delivered generally by children's literature: that only white children exist. There are now about 100 minority group stories and those which portray children from a variety of backgrounds and origins in recognizable and familiar situations with which Hamish's four new infant books by Joan Solomon will undoubtedly exemplify of the latter with changing and natural photographs of a neighbourhood group playing in the park, at the sea, at school and in their homes.

Folk-tales and legends of far-flung lands are found in the *Share-a-story* teachers' book. They bring aspects of remote cultures within the grasp of children, who do not have to be Turkish in order to enjoy, for example, *Barbara Walker's New Patches for Old (World's Work and Western Wood Filmstrips)*. Chinese tales of the supernatural can chill the blood of any child.

Factual materials are not so numerous because much of what is available is at worst racist and at best misleading. Oxford, aware of the negative impact of these, were presenting no longer posters of starving children of the Third World. Also misleading are the *Come-to-Caribbean-life-is-one-long-holiday* posters, and films with similar viewpoints. *Racist Textbooks* is the title of Cliff Proctor's monograph for the NUS and teachers of geography, history and the social sciences would do well to re-examine their materials in the light of his words.

He points to the many books which are factually inaccurate, and the many more which distort the facts. Hamish's of the colonialist

era, these texts present a world in which the white man is the exclusive source of "civilization".

Teachers may also wish to consult the OUP's *Print and Prejudice* by Sarah Zimet, or Bob Dixon's *Crash Them Young* (Pluto Press). They would certainly do well to devote some time to *Children and Race*. Miller proves devastatingly just how poorly the West Indian child regarded himself—admittedly in the less-developed black-consciousness year of 1972—and illustrated how dramatically the child's self-esteem can be raised by exposure to black people in positions of authority and books and teaching aids with positive messages. The NFER project whose results have still not appeared yielded further evidence, that the plumed word still has great power for evil or for good in shaping attitudes.

Ultimately "multi-racial" book collections should become redundant. Books with out-dated and damaging attitudes should be replaced by those which take into account the minority group perspective. They should simply be fed into existing collections, the stories in among the fiction, the music, art, cookery, literature, religious education and "background" materials into their places in the classification scheme. Already this has happened at the ILEA's Centre for Learning Resources Libraries, and in a few public libraries. One of the most encouraging conclusions I have reached after some years of selecting educational resources relevant to the multi-ethnic society is this: many of the books and a.v.s that qualify are of a standard that deserves their inclusion on any terms in the realm of resources for children.

### Other addresses:

Commission for Racial Equality, Elliot House, 10 Allington St, SW1.

National Association for Multi-racial Education, Ms M. Blakely, 23 Dales Lane, Derby DE6 6AX.

Oxford, Ujamaa Centre, 14 Brixton Road, London, SW9.

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From Longman's 'Work Part I'.

## Careers and lifestyles

by Beryl E. Fawcett

New thinking on careers education and guidance seems to be reflected in some of the most recent publications of material resources.

With a wide choice, therefore, I have been concerned to look at the help which individual materials offer to the busy classroom teacher as well as the relevance of the materials to the student.

First, a group of packs and books which cover a wide area of interests and were written for pupil participation. None is intended to stand as a traditional textbook. Each is meant for use with other resources. One such "action pack" is *Work Out* produced by teachers in MIRA.

It contains a set of activities which aims, as the title suggests, to help young people think about themselves and the process of choosing and finding jobs.

There is plenty here to stimulate average pupils in their last year at school who, working on their own or in small groups, are asked to undertake three types of activity (five tasks in all)—games, programmed learning and discussion from booklets—which are clear in their instruction and could be used easily by this level of student. The pack requires the backing of information, materials which would necessitate close monitoring by the teacher in his own of the state each group has reached in order to help with back-up resources.

However, it releases the teacher from having to cope with a full class and enables him to focus help where it is needed. The game associated with self-analysis pinpoints one of the problems with such materials. The students are invited to ask themselves what they enjoy doing, what they like and so on; all good stuff, but without the active guidance of a teacher such ques-

tions have the young person recognizing the position from which he starts without actually helping him to move forward.

Another pack which claims to aid the process of linking self-analysis with job analysis and is aimed at the average to below-average fourth-year pupil is *Longman's Careers Series*. In reality this pack is mainly concerned with occupational information consisting of eight "job units" which give information on jobs in a particular interest area covering popular careers like nursing, catering, office work and so on.

The centre page of each unit can be detached for copying so that pupils can each have their own work sheet which asks job oriented questions. The whole pack is in black and white with realistic, if unexciting, illustrations. The print is type face, too small for below average youngsters and very wordy.

By contrast, Longman's are also responsible for publication of the *Schools Council Careers Education and Guidance Project Materials*, for use by third and fourth year pupils. These were produced "to develop careers education" and consist of *Work Part I*, which is a foundation course of eight newspapers accompanied by a teachers' guide and a book of spirit-master worksheets and *Work Part II*, which combines eight magazines with a teachers' guide.

*Work Out*, for fifth years should be published soon. Part I encourages 13 to 14 year olds to examine their own communities, to become aware of themselves and to develop confidence in relationships with others. Part II aids 14 to 15 year olds to understand how work affects their lives and encourages the pupils' personal development.

The pupils' materials are full of ideas and information which could be used in a variety of ways but the real strength and the more important part of the pack lies in the teachers' books which are thorough and helpful in guiding teachers to an understanding of objectives, providing lesson methods and a whole series of suggestions for use of materials. Used discerningly these materials have infinite possibilities and are capable of stimulating further developments of materials.

The *Living Well* series of the Health Education Council Project 12-18 provides some useful work cards. On one side of each card, which is clear and direct, a situation is suggested by picture or photograph and comments which vary from the poignant to the amusing,

while on the reverse are suggestions for individual work, group discussion and role play, providing a valuable aid to help young people think through a variety of important issues.

The two packs which I looked at, *And How are We Feeling Today?* and *Support Group*, consider topics as widely diverse as "Oh God I've put on two pounds again" to "I've got fleas" and "I got worried about the future". The teachers' notes are supportive and like the materials provide plenty of ideas and should have appeal across a wide ability band.

A series of four useful booklets comes from the Home Office Unit for Educational Methods. In bold lettering and with clear illustrations each booklet is aimed at helping young people to find their way through the maze of forms which at one time or another we are all asked to fill in. While no one would argue that form filling should be the total extent of education, these booklets would seem to be important in giving young people confidence and although the format would seem to be aimed at the less able I have a feeling that quite a wide range of pupils would benefit from exposure to this series.

One book for use in the classroom is *Work and Leisure* by Peter Moss. The theme is explored in a series of amusing evocative illustrations, short but informative input and suggestions for discussion points and activities by pupils. The section on work is well explored and lively, taking 13 and unemployment receives a gratuitous one paragraph which does seem a little unbalanced.

Two similar books come from Jane L. Thompson. *It's a Matter of People and Studying Society* but have application for careers education. Like Peter Moss, the author relies on lively illustrations to make many of her points and goes on to use an interesting mix of photographs and drawings which add to the material. *It's a Matter of People* presents nine topics which, it is hoped, are of interest and concern to adolescents and each section has a series of suggestions for activities plus a good general section which lists organizations, filmstrips and slides which could be of help in developing themes.

My criticism of these books is that they underline particular points but a fault which cannot be attributed to any one of them.

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thrust to more open ended materials. This Jane Thompson presents a quality which asks: "Are you the kind of pupil teachers love or hate?" This is then scored in favour of a pupil who is always helpful, volunteers, wouldn't think of missing school and so on. Hardly the sort of material to excite most normal pupils (no matter how conformist they are deep down) and I am not sure of the value of an activity which probably does nothing to encourage honest discussion.

In the matter of stereotyping both authors fall into the trap of having a section on "Women at Work" and in both cases the stereotypes are presented. So we have mum at home, mum at work, attitudes to women at work and so on. The authors intend to question the stereotyping but isn't it time that girls were allowed to look at work just from the point of enjoyment, stimulus, competition.

Some job orientated materials complement the materials already mentioned. Two of COIC's recent additions deserve particular attention. First, the multi-media *Close-up* packs aimed at pupils interested in operative craft or technician level entry to work which come in the form of OHP transparencies which are viewed in conjunction with a tape-cassette, a filmstrip and tape-cassette and a group of leaflets for individual study.

The user's manual is a well produced document about good practice in use of these materials and should make for really professional presentation. The audio-visual materials are stimulating and go far beyond job information to include such things as life style and values using the views of individuals.

The pack I looked at in detail was *Offices* where the tea lady opens up discussion with "They couldn't do

without me. Most important person in the place, I am. The style is direct and perhaps a little lacking in subtlety, but the accompanying leaflets on different aspects of office jobs which are intended to stimulate private study are pictorial, in easy, conversational English, suggest questions and activities for the pupil, and certainly goes much further than any other material to help youngsters to understand the labyrinth which is office work. The drawback is the price, especially as office work is just one of thousands of jobs.

The other COIC offering, the career profiles, are aimed at the A level student, and consist of a series of booklets on particular occupations, professional engineering, health service administration, personnel work and more. These booklets are excellent. The format is clear and the limitations are stated.

The actual work style, personal qualities, pay, entry requirements are discussed and tied to personal case studies. Terminology is dealt with effectively and the whole is illustrated with a mix of photographs and a cartoon which helps mark the way through the material. At 55p these seem to be good value and not out of the reach of an average student's pocket.

An interesting pack from PAVIC, a learning resources centre based at Sheffield Polytechnic, is *Design Your Course*. This pack is a slide-cassette about the variety and range of design courses beyond A level. Students on courses are shown with their work and comment on aspects of courses including useful tips about tools, processes and the future prospects. This pack is for hire, a fact which may make it more acceptable.

Two other books can be helpful to the practising teacher. *Who Cares* by Martin Rogers is a collection of verbatim dialogues involving teenagers and adults in discussing a wide range of situations. Linking passages set the scene and at the end the reader is invited to imagine himself in the roles of the dialogue participants and to answer questions which have been raised. The whole exercise is to help develop sensitivity, is ideally read as a group activity and would be useful training material for teachers.

*Games and Simulations in Action*, by Alec Davidson and Peter Gordon, is a comprehensive contribution to helping practitioners understand the theory and practice of gaming and simulation. Anyone who is struggling to make effective use of much of the new materials will find this an important book and one which can really help to develop one's own particular style. The resources section alone at the end of the book is worth scrutiny by any teacher who wishes to improve his performance in the classroom and make his lessons more engaging.

This is a small sample of materials and the list which follows includes those reviewed here together with others which merit inspection:

**Career Profiles**  
*Professional Engineering; Health Service Administration; Library Work; Information Science and Archive Work; Personnel Work.* COIC, 55p each.  
*Choosing Your Career*, COIC, 30p (No 1 in Careers Series)  
*Death by Meg Ball*, OUP, 1977, 75p.  
*Decide for Yourself*, by Bill Law (second edition), CRAC/Hobsons, 1977, 80p (Workbook 40p; Teachers' book £1.00).  
*Games and Simulations in Action*, by Alec Davidson and Peter Gordon, Gower Press, 1978, £5.95.  
*Going to Work*, by Morrison, Holmes McDougall, 1977, 30p.  
*It's a Matter of People* by Jane L. Thompson, Hutchinson with AGS Assoc (Education) Ltd, 1978, £1.50.  
*Job Quiz Book* by T. Crowley, CRAC/Hobsons, 50p (Teachers' book £1.00).  
*Living Choices* by J. Marsh, A. Jones and A. G. Watts, CRAC/Hobsons, 1977, 95p (Teachers' book £1.00; Spirit Masters £2.70).  
*Macedonia's Insiders: Hospital by Brain Ward*, OH, 1977, £2.25.  
*Potter, Macdonald*, 1977, £2.25.  
*Setting Up Home*, Yellow Pages, 1977, 5p.  
*Studying Society* by Jane L. Thompson, Hutchinson, 1978.  
*The Experience of Work* by M. Marland, Longman Group, 70p.  
*TES Guide to Careers*, Education, Nelson, 1977, 50p.  
*They Can't Live by Michael Gilbert, David & Charles, 1977, £3.95.*

*What Society Does to Girls* by Joyce Nicholson, Virago Ltd, 1977, 96p/68p (pb £1.35).  
*Which Career for You?* by Catherine Aven, Robert Hale, 1978, £1.50.  
*Who Cares?* by Martin S. Rogers, CUP, 1977, 0 521 29171 3, £1.25 (Living Well).  
*Work and Leisure* by Peter Moss, George G. Harrap, 1978, £1.50.  
*Your Choice at 15+* by P. March & M. Smith, CRAC/Hobsons, 1977, £1.10 (Teachers' Notes 55p).

**Home Office Unit for Education Methods**  
*Application for a Driving Licence*, GSP, Applying for a New Job, 95p; *Keys to Form Filling*, 45p; *Sending Money by Post*, 55p; *Macmillan Education*.

**Audio Visual Materials**  
*Design—Your Course*, PAVIC Production, Dept. of Educational Services, Sheffield City Polytechnic, £3.50 (39 transparencies plus Cassette tape).

**The Sponsorship Programme**  
*CRAC/Hobsons*, 1977, £8.64 (Filmstrip & Cassette tape).

**Whichever way you like to be**, 1977, £3.95 each (Series of 30 careers guidance interviews).

**Multi-Media Kits**  
*Close-up—Garages, Offices*, COIC, £31.30, plus Wallchart, 70p (OHP Transparencies Tape/Cassette, film).

**Games & Simulations:**  
*Its Our Choice* by Michael Lynch, Ed. Arnold, 1977, £5.00 (6 role-play exercises).

**Resource Packs**  
*Careers Series*  
*Catering and Hotel Work, Choosing a Job, Getting a Job, Dressing, Mechanical Engineering, Nursing, Office Work, Shop Work, Trans-*



port, Woodwork, Teachers' Unit. Talking about Work by Ruth Addison. Krow Books 1977 £2.50. 5095 units, 35p each.

**Framework 1-8**  
*Work: Part 1* (1977), *Work: Part 2* (1978), Schools Council Careers Education and Guidance Project 3rd year materials £6.40.

Book of 32 Spiritmasters to accompany newspapers. Living Well: Health Education Council Project

*And How are we feeling today?* by Peter McPhail; *Support Group* by Clare Rainbow CUP 1977 £4 each.

*Pros and Cons* by Cliff Parfitt. Hodder & Stoughton £3.50.

Beryl E. Fawcett is a Senior Fellow of the National Institute for Careers Education and Counselling.

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SCS1011 SCL011 Scottish Songs - Country Songs - John Arthur  
SCS1012 SCL012 Larks, Loons and Lasses, etc. - Peter MacLennan in concert singing Scottish songs.  
SCS1013 SCL013 A Scots Song Book  
SCS1014 SCL014 Sing Scots, Aberdeen - Aberdeen University Renaissance Singers.  
SCS1015 SCL015 The Scots Songs - John Arthur  
SCS1016 SCL016 Highland Fiddle - Highland Fiddle played on bagpipes.  
SCS1017 SCL017 Sing To Me The Auld Scots Songs - Anne and Laura Brand.  
SCS1018 SCL018 Harker MacAndrew - Scots Fiddle - collection of old, marches, strathspeys and reels.  
SCS1019 SCL019 Songs of Robert Burns - song to the air of the old Scottish song.  
SCS1020 SCL020 Scottish Fiddle - Welcome to Edinburgh - a Fiddlers' Rally.  
SCS1021 SCL021 Back to the Hills - Scots Fiddle - a Collection of Fiddle and Pipe Music.  
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SCS1006 SCL006 An Edinburgh Fiddle - a collection of Scottish poetry and music - Andrew Cruikshank.

**POETRY AND READINGS**  
SCS1007 SCL007 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1008 SCL008 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1009 SCL009 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1010 SCL010 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1011 SCL011 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1012 SCL012 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1013 SCL013 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1014 SCL014 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1015 SCL015 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1016 SCL016 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1017 SCL017 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1018 SCL018 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1019 SCL019 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1020 SCL020 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1021 SCL021 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1022 SCL022 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1023 SCL023 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1024 SCL024 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1025 SCL025 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.  
SCS1026 SCL026 The Scots Songs - a collection of Scottish poetry and music - Andrew Cruikshank.

**foler Fergus Davidson Associates Limited**  
376 London Road, West Croydon, Surrey CR0 2B5  
Tel: 01-689 8824 Telex: 28905

## Arnold Resource Furniture

A comprehensive range of well-constructed functional furniture for use throughout education.

The Arnold Resource Furniture range consists of items suitable for general storage or transportation of equipment, furniture to aid specific teaching methods or encourage group learning and storage equipment for the many specialist purposes found in education today.

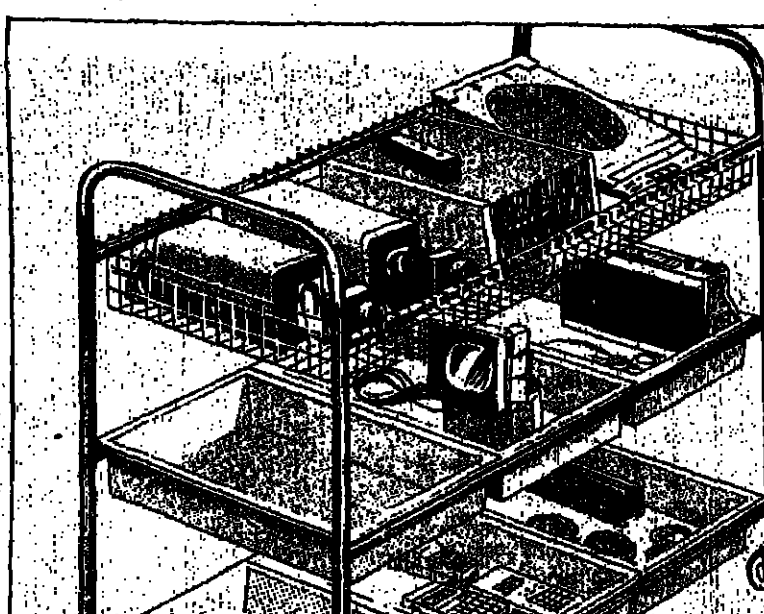
Compatibility of dimension, colour and component material of the many products allows multi-purpose structures to be assembled.

For further information on this attractive range of Arnold Resource Furniture write to The Sales and Marketing Manager, Audio-Visual and Resources, B.J. Arnold & Son Limited, Lockwood, Parkside Lane, Leeds LS11 5TD. Tel: 0532 702112.

**Arnold Audio Visual**

studio 99 video

Studio 99 Video Ltd  
73-79 Fairfax Road  
Swiss Cottage,  
London NW6 4EE  
Tel. 01-328 3282





# Dear...

We recently appointed a trained learning resources officer to this comprehensive school but I fear it might have been a dreadful mistake. Although a qualified teacher he refuses to cover absences, run the duplicator to relieve the school secretaries or act as a minitance technician for more than twenty minutes on any job. He has demanded his own budget. And, the final straw, he complains his office is too small and has no windows. He doesn't seem to appreciate how resentful the cleaners have been at losing their broom cupboard. Are these just teaching troubles?

What a demanding relationship! Why not try treating the learning resources officer as a person in his own right—the unorthodox approach works at times.

For eight years we have employed a retired RAF radar technician, as a low paid ancillary. At first he maintained "hardware", but gaining confidence he set up our closed-circuit television studio, a library resource and reprographics centre. Unofficially he teaches the CSE photography course and he is chairman of the resources committee, originally an unimportant little working party which now makes all the curriculum decisions. But recently I had to demand his resignation. He was presumptuously taking tea in the staffroom after having been warned once about it. Now I am in a quandary for I have suddenly realised he is quite irreplaceable. What can I do?

Swallow your pride, ask him to stay and remember in future that in many schools the resources ancillary is more valuable than any single teacher.

Our library resource centre has become a national shrine over the years. But all innovative schools last year when the I.A.S. twinned to a middle school system. We lost the older pupils for whom our famous resource-based courses had been produced, and most of the key staff moved on to promotions.

Unfortunately, I have become addicted to the limelight and cannot bring myself to stop visitors coming. Have you any advice? You need an attractive gimmick to bring in the visitors. Why not try OCCI (optical coordinate coincidence indexing)?

My colleague, the head of maths, writes books for a commercial publisher and sends all his worksheets into the resource centre marked "world copyright reserved". Embarrassingly, the county adviser wants to put the worksheets as his recommended core curriculum in maths for all schools. What should I do?

Don't get involved in an eternal triangle with these maths people. I am sending you the Whitford Report on copyright under plain cover. If that doesn't help, why not explore the union position.

Recently, after working for 20 years in one school, I went on my first in-service course. There I found to my consternation that the hundreds of science worksheets we had created are already produced either by other schools or commercial publishers. I have been a duplicator galley-slave, working to midnight all these years for nothing. Most days I feel too exhausted to teach and just let the kids get on with other work. Are there others like me?

I am sending you a list of United Kingdom secondary schools. Write to any of them and you are certain to find a staffroom pen-pal with your problem.

After reading a Schools Council working paper I have been waking up with delusional nightmares that as a head of resources I should be coordinating the curriculum through a library resource centre. But all I actually do is clean the film projector, order radio pamphlets, and chase up lost library books. In this light disturbance common? Pull yourself together. You may have a humble job but at least you are doing it well. Stop reading

A selection from the postbag of a l.e.a. adviser for resource organization in secondary schools, with replies.

lurid paperbacks and you will cease compensating in your dreamlife.

I am an infants teacher and my husband is a teacher-officer seconded to an important job at the l.e.a. are resource centre, a television studio and publishing house which employs fifty people. Since he left the classroom his personality has totally changed. He calls everyone "darling" and tells me teachers are silly bitches and he knows best for them. And when we went to Spain this year I noticed he wrote "film director" as his occupation on the passport. Has he outgrown our marriage?

Try to be generous rather than jealous about your husband's success in setting "out of the rut". Let him have his fling. From what I can gather about viewing figures and l.e.a. cuts he may soon be landed in the classroom again.

Our head constantly embarrasses me with his asides to visitors about resources innovation. He says that team-teaching and lead lectures in the hall using a carousel are ideal for teaching children from informal primary schools the old-fashioned virtues of silent, obedient behaviour. The overhead projector is a great device for child surveillance, he says, because you don't need to turn your back to the children while they copy down notes. He boasts that our resource-based, mixed ability courses have got rid of vandalism. I thought resource innovation was for educational reasons. Was I wrong?

I am worried sick. At school I was shy so I took up librarianship thinking it was a sheltered profession. Now I am working in a tough comprehensive where the children are almost at sea day. I am called "assignments" unaccompanied by any teacher. They obviously deface the books, scatter film slides about, steal my OCCI needles and play

cards in the carrels. The head is very angry. Do you think I shall lose my job? No, but he should certainly lose his!

Recently the off-set press broke down and we had no worksheets. I had to revert to class readers and other books. I am ashamed to confess that I now look back on those four days as a comic interlude of real teaching. In whom can I confide?

Raise the topic delicately with a colleague in a quiet corner. You may find "a problem shared is a problem halved".

I am a media resource officer who has developed a close liaison with the school librarian over several years. You see busy heads of department have increasingly asked together to preview recommend and purchase curriculum resources, but the other evening she confirmed my worst suspicions when she whispered to me across the microfiche viewer "you know we, not the teachers, decide the curriculum in this school". Shall I bring the liaison to a halt?

Don't feel so guilty. Instead, try to encourage the teachers to make an occasional curriculum decision so that their confidence is gradually built up.

Our persuasive education officer has offered schools a scheme of virement or flexible budgeting next year. This could help us buy multimedia curriculum packs for instance instead of books, thus stimulating resources innovation. But this is a county which has a long history of staffing and financial cuts. As head of resources I am suspicious of these overtures. How shall I respond to him?

You could be being duped by a sneaky seller. On the other hand, virement based on mutual trust between consenting adults can be a wonderful, educationally fulfilling experience.

Robert Thornbury

## Concord Films Council

Over 2,000 16mm documentary films with special relevance to the humanities and the fine arts.

New releases include:  
BBC Drama: The Spongers.  
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For further information write to:  
Concord Films Council Ltd.,  
201 Felixstowe Road,  
Ipswich IP3 9BJ. (0473 76012)

English \* Drama  
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Whichever of these subjects you teach, VP can offer you top quality filmstrips and cassettes, on a wide variety of topics, at very competitive prices. The filmstrips can also be easily and cheaply converted into high quality slides, and VP can supply the slide mounts.

For full details of VP publications, write to the address below for a free catalogue, stating which subjects you are interested in.  
Visual Publications (Dept. P)  
197 Kensington High Street,  
London W8 6BB

## SECONDARY Subjects continued from page 36

### Other Posts on Scale 2 and above

#### ST. HELENS

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## SUNDERLAND

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**STAFFORDSHIRE**

**Scale 1 Posts**

EDUCATION CONSULTING  
MILTON SCHOOL  
Milton, Canada  
11-13 Milton Comprehensive  
Milton, Ontario

**ESSEX**

**THE HAVANIAN SCHOOL**  
Spinks Lane, Wilmton  
Tel. 1,430  
Telephone: Wilmton 012911

**MRS. L. M. GILBERT**  
**URLE'S PHYSICAL**  
**EDUCATION**

To form a successful department, the school needs a staff of experienced and capable teachers. We are seeking a person who is a graduate of a college or university, has a degree in physical education, and is a member of the American Association of Physical Educators. We are also seeking a person who is a graduate of a college or university, has a degree in physical education, and is a member of the American Association of Physical Educators. We are also seeking a person who is a graduate of a college or university, has a degree in physical education, and is a member of the American Association of Physical Educators.

Please write fully to the Acting Headmaster at the School, Wilmton, A.S.

**THE ONSLOW SCHOOL**  
Old Rectory Drive, Hatfield  
(1850 on roll)  
Headmaster: Mr. M. J. A. Clarke

The deadline for January, 1979 or  
 February, 1979 is **PHYSICAL EDUCATION**  
 for boys (Scale 1). At  
 interest in Rugby and Outdoor  
 sports may be an advantage.  
 Please apply by letter  
 headmaster giving the names and  
 addresses of two referees.  
 The post is particularly suitable  
 to a newly qualified teacher.

**HOUNSLOW**  
 (London Borough of)  
**EDUCATION COMMITTEE**  
 Education Department,  
 The Civic Centre, Lambton Road,  
 Hounslow, TW4 4DN  
 Tel. 0181 874 1100  
 (Leamington Road)  
 Hounslow TW14 5PB  
 Chairman, Mr. G. C. E. Whithead,  
 JP.  
 The deadline January, 1979 or as soon  
 as possible.

The deadline for **PHYSICAL EDUCATION**  
 is **PHYSICAL EDUCATION**  
 to be the third member of a department.

Longford School is a fully developed eight form entry co-educational comprehensive based on a

London Allowance £30 October, 1974.  
 Closure date: 23 October, 1974.  
 Letters of application in the first  
 instance to the Youth Teacher at the  
 school, giving details of qualifications,  
 experience and names and addresses  
 of two referees (stamped  
 and addressed) enclosed envelope.  
 LEICESTERSHIRE  
 EARL SMITH COMMUNITY  
 COLLEGE  
 Youth Lane, Earl Shilton,  
 Leicestershire  
 In the Leicestershire Plan for  
 the Organisation of Secondary  
 Education  
 (1966-68)  
 (1968-69)  
 PHYSICAL EDUCATION  
 (Scale 1)  
 Required immediately  
 TEACHING for BOYS PHYSICAL  
 EDUCATION and GAMES.  
 1-10

(forms) with full particulars and the names and addresses of two referees (S.A.B.) c

THE JOHN C. CASE FOUNDATION  
AND BOARD OF CHURCH OF  
CHRISTIANITY  
1000 Highway 100, Lexington, KY 40502  
Telephone (618) 766-6718  
The following Committee will roll about  
30 Headmistress: Miss Jean M. Hayes,  
required for January, 1979  
Full-time TEACHERS: 7 GIRLS  
and 7 BOYS (1000) (1000) (1000)  
The post is initially a two-year  
temporary appointment, to cover a  
period of absence of the Headmistress  
and to ensure that it could become a  
permanent post.  
The present holder of the post  
is a C&C Missionary and has  
experience in Human Biology and  
from the Christian Church of  
these subjects in education, with  
experience in the field.  
Further details and application  
forms from the Headmistress at  
the school.

YWOOD COMPREHENSIVE  
SCHOOL  
wards Lane, Sherwood.

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... of two referees and another  
S.A.B.

From newsagents on Fridays price 20p.

**THE TIMES**  
**educational Supplement**

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations, 1994). The United Nations (1994) also predicts that the number of people in the world who are 65 years of age and older will increase by 1.5 billion. The United Nations (1994) also predicts that the number of people in the world who are 65 years of age and older will increase by 1.5 billion.

## Educational Supplement

*(continued)*











## Cheshire

Application forms (send stamped addressed envelope), unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. Tomlinson, MA  
Director of Education

Required January, 1979 unless otherwise stated.

### DEPUTY HEADS

**THIRD DEPUTY (GROUP 1) SCALE 4**  
**Middlewich County Secondary**  
King Edward Street  
Required as soon as possible after January 1, 1979, on Scale 4 until September 4, 1979, as Senior Master/Mistress designate. Provide applications, references, and curriculum vitae as an advantage. Closing date October 30, 1978.

### HEADS OF DEPARTMENT

**HEAD OF DESIGN FOR LIVING (SCALE 3)**  
**Sandbach County Secondary**  
Middlewich Road, Sandbach  
Telephone Sandbach (093-67) 5031  
(1,100 boys and girls)

A suitably qualified and experienced teacher to take charge of the school's General Course in the fourth and fifth year and to initiate further development. This course at present covers such areas as work experience, community service, life courses in building, planning and catering and numerous leisure and non-examination courses. The school is soon to reorganise as a six-form entry girls' comprehensive beginning in September, 1979, when girls only will be admitted to the first year. Closing date October 23.

Full details are obtainable from the Headmaster. A stamped addressed envelope is essential.

### SCALE 2 POSTS AND ABOVE

**MATHEMATICS - SCALE 3**  
**Winslow Harefield County High**  
Holly Road, Winslow  
(1,200 pupils)

The first year at Harefield is a mixed comprehensive intake. Above the year the school is a Boys' Grammar. It is hoped to appoint a teacher with experience of the whole ability range who can make a significant contribution to the developing comprehensive.

Applications, including the names and addresses of two referees, to the Headmaster within seven days of the appearance of this advertisement.

**SECOND IN ENGLISH DEPARTMENT SCALE 1**  
**St. Thomas More's Catholic High**  
Dane Bank Avenue, Crewe  
For this 31 to 4 form entry mixed Catholic High. A well qualified enthusiastic teacher, with good experience, to help the Head of Department and to take responsibility for one or more aspects of the work of the department.

This is a small, developing school, serving all Catholic pupils in Crewe, Northwich, Alsager and Sandbach. It received its first intake in September, 1978.

Write a letter of application, including curriculum vitae and names of two referees, to the Headmaster to arrive not later than October 20, 1978.

**SCALE 1 POSTS**  
**PHYSICS/CHEMISTRY**  
**The Heber County High**  
Chester Road, Moulton  
(11 to 18 comprehensive)

A graduate to teach throughout the school to GSE/GCE level in this 11-18 rural comprehensive of 500 pupils.

**GEOGRAPHY AND ECONOMICS**  
**Heleby High**  
Chester Road, Heleby, Warrington  
(number of pupils on roll, 1,420; number of pupils in sixth form, 295)

Graduate with some general studies in the sixth form.

**WOODWORK/METALWORK/MATHEMATICS**  
**Middlewich County Secondary**  
King Edward Street, Middlewich  
New Design Block will be opened in September, 1979, when the school will be an 11-18 Comprehensive with its first intake.

**SHORTHAND AND TYPING. 2. TECHNICAL DRAWING AND WOODWORK**  
**Queens Park High**  
Queens Park, Chester  
(1,350 pupils)

1. In the main school and at Sixth Form level.  
2. For teaching.

**ART/STORY/PRINTING**  
**Runcorn St. Chad's R.C. Comprehensive**  
Greenfields, Runcorn  
(five purpose-built, 11 to 18 comprehensive, opened in September, 1976)

Residing in Runcorn may be arranged.  
Closing date October 23, 1978.

**GIRLS' P.E. AND GAMES**  
**Orford Secondary**  
Long Lane, Warrington  
(mixed; number on roll, 1,050)

State subject/subject. Scale 1 or 2 depending on experience and qualifications.

**1. ENGLISH, TEMPORARY. 2. ENGLISH, PART-TIME**  
**Harford High**  
Chester Road, Northwich CW8 1LR

1. For two terms with possibility of permanent appointment for 11-16 comprehensive recently formed by the amalgamation of two separate schools.  
2. Temporary part time, 24 days a week.

### SECONDARY Science continued

#### WIRRAL

**WIRRAL COUNTY GRAMMAR SCHOOL, 1301 1910**  
Heath Road, Bebington  
1,000 on roll

For January, 1979:  
CHIAIATY, SCALE 1

To teach Chemistry and Physics up to the highest level. The ability to teach Chemistry in the sixth form would be an advantage.

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### THE TIMES EDUCATIONAL SUPPLEMENT 13.10.78

#### RICHMOND UPON THAMES

(London Borough of)

**TRIMINGTON SCHOOL**  
(11 to 18 Comprehensive)

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### THE TIMES EDUCATIONAL SUPPLEMENT 13.10.78

#### ESSEX

**BARTHALE SCHOOL**  
Thurrock Road, Thurrock  
Telephone Thurrock 04704

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### THE TIMES EDUCATIONAL SUPPLEMENT 13.10.78

#### SECONDARY Technical Studies continued

**WALSALL**  
**METROPOLITAN BOROUGH**  
Balsall Heath Comprehensive

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## Lothian Regional Council STEVENSON COLLEGE OF FURTHER EDUCATION

### DEPARTMENT OF COMPUTATION AND SCIENCE

#### Depute Head of Department/ Senior Lecturer III

Salary on scale £7,098-£7,899

with emphasis on the Mathematical work of the Department.  
Candidates should have good teaching experience in a wide variety of Mathematical Servicing work.  
Further particulars and application forms from:  
The Registrar,  
Stevenson College of Further Education,  
Bankhead Avenue,  
Edinburgh EH11 4DP.  
(Telephone 031-443 7111)

## County of Cleveland



### HARTLEPOOL COLLEGE OF FURTHER EDUCATION

Stockton Street, Hartlepool, Cleveland TS25 7NT

Applications are invited for the following posts with duties to commence on January 1, 1979 or as soon as possible thereafter.

**LECTURER GRADE II IN OFFICE PRACTICE**  
**LECTURER GRADE II IN PLUMBING**  
**LECTURER GRADE II IN MOTOR VEHICLE**  
Salary scales, £4,101 to £8,558

Further particulars and application forms may be obtained from the Principal, to whom they should be returned within 14 days of the appearance of this advertisement.



Metropolitan Borough of

## WIRRAL

### CARLETT PARK COLLEGE OF TECHNOLOGY

Eastham, Wirral Merseyside L62 0AY

**LECTURER II HAIRDRESSING**  
**LECTURER I SECRETARIAL STUDIES**  
**LECTURER I MOTOR VEHICLE TECHNOLOGY**  
**LECTURER I PLANT MAINTENANCE ENGINEERING**  
**LECTURER I PRODUCTION ENGINEERING**  
**LECTURER I REMEDIAL EDUCATION**  
**LECTURER I BIOLOGY/CHEMISTRY**

Closing date 14 days from appearance of this advertisement. Particulars and forms available from the College upon receipt of stamped, addressed foolscap envelope.

### LIVERPOOL EDUCATION COMMITTEE

#### Lecturer Grade 1 SCIENCE and MATHEMATICS

£3,192 to £5,334

### CHILDWALL HALL COLLEGE OF FURTHER EDUCATION

Childwall Abbey Road, Liverpool L16 0JP

Required for January 1, to teach Physics, Chemistry and Mathematics to G.C.E. 'O' level, primarily with full-time G.C.E. students.



Forms and further details obtainable from and returnable by October 28 to the Principal at the College.

### COLLEGES OF FURTHER EDUCATION continued

**HAMPSHIRE**  
FARNBOROUGH COLLEGE OF TECHNOLOGY  
Ref. 71/164. LECTURER Grade II in PLUMBING. Further particulars and application forms from the Principal, Farnborough College of Technology, Farnborough, Hants. GU14 5BN. S.A.L. closes: 10th October, 1978.

**HEREFORD AND WORCESTER**  
WORCESTER TECHNICAL COLLEGE  
The following post is available from January 1, 1979.  
**LECTURER II ACCOMMODATION**  
Further particulars and application forms from the Principal, Worcester Technical College, Worcester, Worcs. WR1 1AA. S.A.L. closes: 10th October, 1978.

**HEREFORDSHIRE**  
COUNCIL  
Lecturer in General Studies. Further particulars and application forms from the Principal, Hereford College of Further Education, Hereford, Herefordshire. S.A.L. closes: 10th October, 1978.

**HUMBERSIDE**  
EDUCATION COMMITTEE  
TECHNOLOGY  
Lecturer Grade II in PLUMBING. Further particulars and application forms from the Principal, Humberside Education Committee, Humberside. S.A.L. closes: 10th October, 1978.

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TECHNOLOGY  
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**LANCASHIRE**  
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**MANCHESTER**  
EDUCATION COMMITTEE  
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**MERFON**  
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**North Nottinghamshire College of Further Education**  
**Head of Department of  
General Studies and  
Science**  
Grade IV, £7,841-£8,901  
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**ESSEX COUNTY COUNCIL**  
Loughton College of Further Education  
Borders Lane, Loughton, Essex IG10 3SA  
Telephone 01-508 8311  
**Lecturer I in  
Business Studies**  
Grade IV, £7,841-£8,901  
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ABINGDON COLLEGE OF FURTHER EDUCATION  
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**ENGINEERING & SCIENCE  
DEPARTMENT**  
**LECTURER GRADE II**  
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Salary in accordance with the Burnham F.E. Scales:  
Lecturer I: £3,192-£5,334  
Lecturer II: £4,101-£6,558

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## Doncaster Metropolitan Institute of Higher Education

### Lecturer Grade I in the Department of Electrical and Electronic Engineering

Applications are invited for a Lecturer Grade I to teach on a range of craft and technical courses. Applicants should be able to teach other electronics or power subjects as a specialist and also be able to teach general electrical principles. An ability to teach a range of technical subjects will be of particular advantage since the Department of Electrical and Electronic Engineering offers a wide range of technical courses from craft to advanced technician level. Sound teaching ability and relevant industrial experience is more important than high academic qualifications for this post but candidates who are highly qualified, particularly in the mining electrical field and who have some knowledge of instrumentation systems, would be particularly welcome.

Closing date for applications is 10th October, 1978.

Please send stamped addressed envelopes for application form and post particulars to: The Principal, Doncaster Metropolitan Institute of Higher Education, Wolehouse, Doncaster DN1 3EX.

## DUNCROFT, STAINES, MIDDLESEX

### ASSISTANT TEACHER

Burnham Scale 1

Plus Fringe London Weighting and CH(E) Allowance

This community home caters for 36 teenage girls of average ability and above who have emotional problems. Applicants should be able to offer a specialist subject (preferably maths/science), to at least 'C' level and should also be willing to act as tutor to a small group in basic maths, English and humanities. It is important that candidates should have an enlightened approach to working with difficult girls and be willing to take an active part in a team approach to the development of the education programme. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to Divisional Director (Child Care), London Division, Tanners Lane, Barking, Essex, EN8 1ST. Closing date 10.10.78.



## Ilkley College

With Road, Ilkley  
West Yorkshire LS23 7BQ  
Telephone: Ilkley 60019

Ilkley College is a new College of Higher Education recently formed from two Colleges of Education. It occupies a superb site at the foot of the Dales and is extremely well resourced.

Applications are now invited for the following external appointments:

**Department of Community Studies**  
Principal Lecturer in Community Studies  
Senior Lecturer in Social Studies  
Lecturer in Social Studies

**Department of Home & Environmental Studies**  
Senior Lecturer in Home Economics (two posts)  
Lecturer in Food Science and Nutrition

**Department of Visual and Performing Arts**  
Lecturer in Music

Staff appointed will work on relevant specialist degree courses in Community Studies, Home & Community Studies and Performing Arts. They may also be involved in the College's B.A. and B.Ed. programmes. As such candidates should have appropriate teaching experience and academic reputation.

Further particulars may be obtained from the Chief Administrative Officer of the College, to whom applications should be returned no later than 9th November 1978.

## UNIVERSITIES

Appointments continued

### RIODESIA

UNIVERSITY OF

Applications are invited for

Senior Lecturer in the

Department of Electrical and

Electronic Engineering

Applications should be sent to the

Principal, University of Rhodesia,

P.O. Box 801, Salisbury, Rhodesia.

Closing date 10.10.78.

Further particulars may be obtained from the

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urn fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, giving relevant reference number and title of post, and further details and application form to The British Council, 95 Davies Street, London W1V 2AA.

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## TEMPORARY ASSISTANT WARDEN

### Tabernacle Community Centre

C3,714-24,088 p.a. inc.

This centre in Ponds Square, W11, is owned by the Council but under the day to day control of a Management Committee of local members of the Community. The management and staffing of the Centre is at present under review and this post is required to assist in the day-to-day running of the centre. Responsibilities will include assisting in the general maintenance and booking arrangements, advising and encouraging potential users of the centre, keeping in touch with local groups and organisations. Should possess driving and initiative and be keen on community work. Conditions of service will be those of the J.N.C. or Youth Leaders and Community Centre Wardens. A fair degree of evening and weekend work will be necessary on a rota basis. Further details from Mr Keith Holland. Tel. 01-937 5464 ext. 518.

## The Royal Borough of KENSINGTON AND CHelsea

Application form quoting Ref. TES/868 from the Establishment Officer, Dept. 151, The Town Hall, Horizon Street, Kensington, W8 7HX. Tel. 01-837 8562 (24 hour answering service). Application forms to be returned by 27th October, 1978.

## Leicestershire

## COMMUNITY EDUCATION TUTOR

BRAUNSTONE COMMUNITY EDUCATION PROJECT  
Wycliffe School, Hamelin Road, Leicester LE3 1JN  
(Tel. 858178)

Qualified teacher(s) required to develop existing pioneer work in basic adult education, mainly with parents, especially young mothers. Tutor(s) based at specially-provided rooms sited at two infant schools on large city housing estate. The post is therefore suitable for full-time or two half-time tutors. The present tutor leaves in December but an appointment will be made as soon as possible so as to be able to work with the new tutor(s) before then. Tutor(s) will join a team of four full-time staff in the Project which draws together pre-school, school and post-school educational work in the area. Further particulars on request. Car allowance is payable.

Salary: Lecturer I  
There are six weeks' holiday a year which may be taken at any time.

Applications (no forms) with the names and addresses of two referees to be sent within two weeks of the advertisement to the Principal of the Project at the above address.

## STRATHCLYDE REGIONAL COUNCIL

AYR SUB-REGION  
EDUCATION DEPARTMENT  
ISERN COMMUNITY WORKER

**ARRAN**  
Salary Scale: APV, £4,080-24,403.  
The applicant is required to support a Senior Community Worker responsible for the development of adult education on the island of Arran. The successful applicant will be concerned with assisting the development of youth and community, promoting activities and providing resources to meet the social, cultural and educational requirements of the island community. The post is of a wide ranging and while essentially concerned with youth work, adult education and community work, it is also related to the particular needs and circumstances of the island. Applicants must hold a recognised qualification in the field. Previous experience and understanding of island life together with appreciation of the problems involved would be an added advantage. Ref. A.76

**INSTRUCTORS (4 POSTS)**  
Salary Scale: APV/III, £3,832-24,779.  
The Education Department require instructors for the Intermediate and Junior Certificate courses. The successful applicant will be concerned with the instruction and tutorial work on outdoor activities courses for schools and other organisations promoted by the authority.

**GLAINOCK RESIDENTIAL CENTRE, DUMFRIES, Ref. A.75**  
Experience and ability to instruct field study courses required. A BIOLOGY or BOTANY GRADUATE would be preferable. The successful applicant must be capable of taking parties on to a mountain leadership training course for further study.

**KILMARNOCK CENTRE, Ref. A.77**  
Experience and ability to instruct in hill walking and other outdoor activities is desirable.

**GLAINOCK OUTDOOR CENTRE, ISLE OF ARRAN (2 POSTS), Ref. A.78**  
Experience and ability to instruct in mountaineering and canoeing will be made available to study for relevant national qualifications.

These salary ranges are inclusive of supplement.  
Application forms for Ayr Sub-Region are available from the Assistant Director of Management Services, Regional Office, Ayr, to whom completed forms, quoting appropriate ref. no. should be returned by 27th October, 1978.

R. M. O'Donnell,  
Director of Management Services

## Administration

## Local Education Authority

**BROMLEY**  
(London Borough of)  
MUNICIPAL COUNCIL  
PO Box 100, Bromley, Kent, SE18 1JF  
(Tel. 01-831 2111)

You will be based at Orpington. An essential car user. Closing date: 24th October, 1978.

Application forms and further details are available from the Chief Executive, (Temporary), 100, Bromley, Kent, SE18 1JF. Tel. 01-831 2111.

**CAMBRIDGESHIRE COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
Application forms and further details are available from the Chief Executive, (Temporary), 100, Bromley, Kent, SE18 1JF. Tel. 01-831 2111.

Applications are invited for this post from persons with a full range of vocational planning duties. Applicants must be trained and qualified teachers. Applications should be sent to the Education Officer for the 10-12 and 13-14 age groups, 100, Bromley, Kent, SE18 1JF. Tel. 01-831 2111.

**CHESHIRE**  
COUNCIL OFFICE  
(A.P. 3/4, £3,571 to £11,531)  
Honoured at:  
WARRINGTON DISTRICT COUNCIL

To work as a member of a team in the development of vocational planning duties. Applicants must be trained and qualified teachers. Applications should be sent to the Education Officer for the 10-12 and 13-14 age groups, 100, Bromley, Kent, SE18 1JF. Tel. 01-831 2111.

**DOVER**  
COUNCIL OFFICE  
(A.P. 3/4, £3,571 to £11,531)  
Honoured at:  
WARRINGTON DISTRICT COUNCIL

To work as a member of a team in the development of vocational planning duties. Applicants must be trained and qualified teachers. Applications should be sent to the Education Officer for the 10-12 and 13-14 age groups, 100, Bromley, Kent, SE18 1JF. Tel. 01-831 2111.

**ESSEX**  
COUNCIL OFFICE  
(A.P. 3/4, £3,571 to £11,531)  
Honoured at:  
WARRINGTON DISTRICT COUNCIL

To work as a member of a team in the development of vocational planning duties. Applicants must be trained and qualified teachers. Applications should be sent to the Education Officer for the 10-12 and 13-14 age groups, 100, Bromley, Kent, SE18 1JF. Tel. 01-831 2111.

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## TEACHERS FOR IRAN

Kiasat International Secondary School  
require a

## Maths and Physics Teacher

for their School in Teheran to begin employment immediately. Good qualifications and two years' teaching experience essential. For further details please telephone Bletchington (Oxon) 785 between 9 a.m. and 5 p.m. Early enquiries would be appreciated.

## TEACHING ENGLISH IN MUNICH

We require teachers of English

as a foreign language from January 8th, 1979. Applicants for these posts must be of British nationality, aged up to 30, possess a teaching qualification, and speak standard English. We are particularly interested in receiving applications from modern-language graduates.

Teaching is mainly to small groups of adults with emphasis on modern language teaching techniques and aids. The post carries a basic tax-free salary of DM1,650 per month. There are seven weeks' paid holiday a year. The journey to Munich is assisted.

Successful candidates will be offered a contract for 8 months, renewable or a further year. Applicants are asked to send a curriculum vitae and a recent photograph to:  
CAMBRIDGE INSTITUT, Hildgardenstrasse 8, 8000 München 22.  
Telephone: 089 221150.

## Educational Appointments in QATAR

## TEACHERS OF ENGLISH

Government Preparatory (Intermediate) and Secondary Schools, Doha.  
One married teaching couple and a single man urgently required for November. Successful applicants will be involved in the implementation of the new communicative materials which are being introduced into schools in Qatar. Applicants should hold a degree in English or a teaching certificate or PGCE with English as the main subject and have at least one year's English teaching experience. Salary: Approximately £5,686 paid in local currency and free of local taxation.

## ONE FEMALE IN-SERVICE TEACHER TRAINER

The Ministry of Education, Doha, requires a female teacher trainer to help organize its in-service courses. Applicants, single or accompanied women only, should be graduates with MA or postgraduate TEFL Diploma and have some teaching and teacher-training experience. The post is tenable in November or as soon as possible thereafter. Salary: Approximately £8,000 per annum paid in local currency and free of local taxation. Benefits: Free furnished accommodation, transport allowance, annual passage-paid leave, three-year renewable contract.

## DIRECTOR, LANGUAGE TEACHING INSTITUTE

To be responsible for recruiting students from Government Agencies and for organizing the English Language course for them. Required for November, 1978, or as soon as possible thereafter. Qualifications: Male graduates with MA or postgraduate TEFL Diploma and substantial overseas teaching and administrative experience. Salary: Approximately £8,000 per annum paid in local currency and free of local tax. Benefits: Free furnished accommodation; transport allowance; annual passage-paid leave; three-year renewable contract. Return fares are paid. Local contracts are guaranteed by the British Council. Please write to: British Council, 65 Davies Street, London W1V 2AA.



Applications are invited for the following post:

## EDUCATION DEPARTMENT

## AREA EDUCATION OFFICER

(EDN 83) Carmarthen

Grade: P.O.2(a) £7,650-£8,103 plus £312 per annum inclusive of supplement.  
Applicants must be graduates of a British University and have appropriate teaching and education administrative experience. The responsibilities of the post are mainly concerned with the administration of the Authority's policies at Area Level in connection with all matters relating to primary and secondary education; non-vocational further education, including the Youth Service and Awards. There are about 8,000 primary pupils and some 6,000 secondary pupils in the Carmarthen Education Area. The successful applicant will also be required to make a wider contribution as a member of the Education Department's Management Team.  
Applicants should possess a working knowledge of Welsh. Application forms and further particulars are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen. Closing date: 24th October, 1978.  
Candidates directly or indirectly will disqualify.

## Education Department

## ASSISTANT AREA EDUCATION OFFICER

(Northern Area) Post E181

Salary PO1/6 £6,513-£7,230 per annum inclusive of supplement.

Applications are invited for this post, which is based in Lowestoft and covers the Northern Area of the County, from graduates with relevant teaching and administrative experience. The successful candidate will be expected to undertake a wide range of professional and administrative duties in connection with the day to day running of the Education Service. Generous re-settlement allowances are available. Application forms and further particulars (for which a.s.a. is required) may be obtained from the County Education Officer, Education Department, Grimswood Street, Ipswich IP4 1LJ.

## Suffolk County Council

## POWYS COUNTY COUNCIL

## EDUCATION DEPARTMENT

## Careers Officer

Grade A.P. 3/4 £3,420-£4,320 p.a. plus £312 p.a. supplement.

Applications are invited from suitably qualified and experienced candidates for the aforementioned post based at Llandrindod Wells. The duties will involve a full range of vocational guidance, liaison with schools, Further Education and Industry, etc.

Possession of a car and current driving licence essential. Generous relocation expenses payable in certain cases. Application forms and further particulars are available from the Personnel Officer, Powys County Hall, Llandrindod Wells, Powys, to whom completed forms should be returned by no later than Monday, 30th October, 1978.

## Somerset

Local Education and Cultural Services Committee

## Bursar

Wells School, Bruton  
Salary: £9,011-£9,232-£5,568 p.a.

Applications are invited for the post of Bursar at this well established Voluntary Controlled School, which is being developed into a co-educational boarding school catering for approximately 250 pupils in the 11 to 18 age range and a co-educational sixth form centre for approximately 180 pupils, a proportion of whom will also be boarders. The person appointed will be responsible to the Headmaster for the school's financial and general administration and for the daily supervision and direction of the non-teaching staff. Applications should be returned by 27th October, 1978. For further details see advertisement in Peter's School, Bruton (S.A.E. please).



## EDUCATION DEPARTMENT

## CLERK

COMMITTEE AND INFORMATION  
Grade AP3, £4,017 to £4,431 inclusive

Applications are invited from suitably qualified and experienced persons for this post in the section responsible for the Management and Government of Schools within the Schools Division. Ability to prepare agendas and minutes for Managing and Governing Bodies is essential. The person appointed will be required to attend evening meetings together with the Section Head or Senior Officers, and must be able to deal with correspondence and business arising from these meetings. The successful applicant will also deal with the appointment of certain ancillary staff in schools. Application forms and further details obtainable from the Chief Education Officer, Town Hall, Barking, Essex, on receipt of a stamped addressed envelope. Closing date: 26th October, 1978.

## Cambridgeshire Education Committee

## Careers Service

## Specialist Careers Officer

For work with unemployed young people in the Huntingdon area.

Salary £4,188-£4,461 (plus £312)

Applicants should be professionally qualified and experienced, and must hold a current driving licence. Full details and application form (s.a.e. please) from Assistant Education Officer (Careers) Ref. CAS 82, Careers Centre, 7 Rose Crescent, Cambridge CB2 3QS.

Closing date 14 days from the date of this advert.

## CAREERS OFFICER

Required to work as a member of a team responsible for the full range of careers work in schools. You should possess the Diploma in Careers Guidance or a comparable qualification.

Salary scale £3,420 per annum—£4,320 per annum, plus £285 per annum London Weighting, plus £312 per annum Flat Rate Supplement. Essential user car allowance payable.

## CROYDON

Further details available from the Director of Education (P.P.O.), Taberner House, Park Lane, Croydon CR9 1TP (Telephone no. 01-886 4433 extension 2283) to whom applications should be addressed. Closing date 27th October, 1978.

## Cambridgeshire Education Committee

## Careers Service

## Specialist Careers Officer

For work with unemployed young people in the Huntingdon area.

Salary £4,188 to £4,461 (plus £312).

Applicants should be professionally qualified and experienced, and must hold a current driving licence. Full details and application form (s.a.e. please) from Assistant Education Officer (Careers), Ref. CAS 82, Careers Centre, 7 Rose Crescent, Cambridge CB2 3QS.

Closing date 14 days from the date of this advertisement.

## DEPUTY PRINCIPAL CAREERS OFFICER

This vacancy has arisen because of the appointment of the previous holder to a post of Principal in another Authority. Salary Scale: £5,415 per annum-£8,030 per annum, plus £285 per annum London Weighting, plus £312 per annum Flat Rate Supplement. Essential User Car Allowance payable.

## CROYDON

Application forms and further details available from the Director of Education (P.P.O.), Taberner House, Park Lane, Croydon CR9 1TP (telephone: 01-886 4433 extension 2283). Closing date: 27th October, 1978.

## LANCASHIRE COUNTY COUNCIL

## EDUCATION COMMITTEE

Applications are invited for the following post:

## ASSISTANT DISTRICT EDUCATION OFFICER

DISTRICT 6 (PRESTON)

Salary Scale: P.O. 1 (1-5) £5,415-£6,030 plus an annual salary supplement of £312. Applicants should preferably have good administrative experience in the Education Service and hold an appropriate qualification. The successful applicant will be required generally to act as Deputy to the District Education Officer and will be responsible for assisting with the organization and day-to-day management of the District Office.

Application forms and further particulars are obtainable from the Chief Education Officer, Education Department, County Hall, Preston, to whom they should be returned by 27th October, 1978, quoting reference AS86/10/JAG.

## EDUCATION DEPARTMENT

## Professional Assistant

Salary 801/2/PO1 £5,317-£6,627 including London Weighting and Supplement.

Applications for appointment are invited from good honours graduates with teaching experience. The post provides an excellent opportunity for a young teacher to enter educational administration. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Car allowance payable.

Application forms and further particulars from John Fortham, Chief Education Officer, Education Office, 255/256 High Road, Ilford, Essex IG1 1NN, to be returned by 31st October, 1978.

## Redbridge

## London Borough

## EDUCATION DEPARTMENT

## Careers Officer

£3,732-£4,632 or £5,073 or £5,568 AP3/4 or 5 or S.O.1

General Careers Officer posts provide an opportunity for work with unemployed young people and those on special measures, or in general careers guidance work in schools. Applicants should be qualified Careers Officers or be on a Y.E.S.T.B. diploma course. Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry. Tel.: 25555, ext. 2292. Returnable by 31st October, 1978.

## coventry







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